

The Organizational Competencies of the Reception, Referral, Counselling and Support Services: Towards a Model of Lifelong Learning Intelligence



Secteur de la formation professionnelle et technique et de la formation continue

SARCA
STATE OF RECEPTION, REFERRAL,
COUNSELLING AND SUPPORT SERVICES

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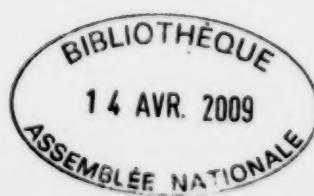


Secteur de la formation professionnelle et technique et de la formation continue

SARCA

STATE OF RECEPTION, REFERRAL,
COUNSELLING AND SUPPORT SERVICES

Direction de l'éducation
des adultes et de l'action
communautaire



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Summary

What we are proposing here is a *Lifelong Learning Intelligence Model*. This is a primary services model. It requires specific organizational competencies. It confers on the RRCSS a priority role as strategic lifelong learning watchers, both with respect to the individual, to bodies internal¹ and external² to the world of education.

In order to optimize the development of a culture of continuing education and training, this model has been based on four visions of the indissociability of links between the self and the environment. This indissociability is now recognized as essential to the design and operationalization of a primary services model. At least this is what has been stated by the *Canadian Health Services Research Foundation*. Following an exhaustive survey of the literature and a broad study, it proposed a taxonomy of models for primary services. In particular, it concluded that: one model is not enough; the most optimal combinations are those that associate a person-centred model with another focusing on the environment.

This is why, among other things, we are proposing the *Lifelong Learning Intelligence Model* as a primary services model for the RRCSS. This can be achieved through four organizational approaches. Each of them is based on a vision of the indissociability of the self and the environment. They require both specific and complementary organizational competencies. In particular, these approaches are distinguished by their organizational goals. They thus form the basis for a set of core competencies. Any set of core competencies is a tool, and as such, it must be consistent with explicit organizational goals in order to ensure legitimacy and effectiveness.

The four organizational approaches presented are congruence, inter-influence, prospective and global. Continuing education and training is defined here as a process of: 1. matching between the adult and the training environment; 2. reciprocity between adults and their educational environment; 3. preparation for evolution in an anticipated environment; 4. interactions between the self and the environment that are merged, constant and always unique.

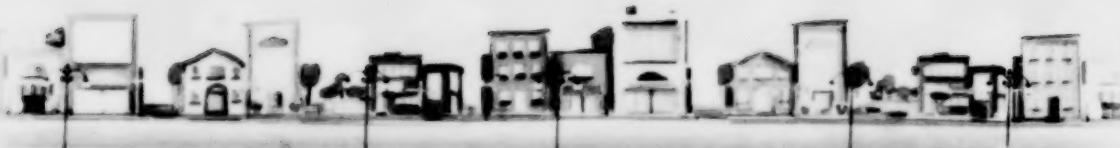
Each of these organizational approaches are supplemented with various examples of secondary (characteristic of the knowledge economy) and core (traditional) individual competencies that RRCSS staff need to master if they wish to meet the requirements for the proposed primary services model.

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¹ (E.g., school board, Ministère de l'Éducation, du Loisir et du Sport)

² (Partners, including from the working world and community organizations)



Introduction

In the knowledge economy, knowledge is a primary resource.¹ The management of this knowledge is a priority. This management refers to "any intentional or systematic process or practice of acquiring, capturing, sharing and using productive knowledge, wherever it resides, to enhance learning and performance in organisations."²

Knowledge management and core competencies

The sets of core competences now play a central role in this knowledge management. They are knowledge management tools. They are "designed to define and identify know-how."³ "Among the major questions any... firm must be able to answer is how the reproduction and accumulation of knowledge capital are managed."⁴ Individuals, organizations and whole societies are now obliged to deal with these core competencies.⁵ Furthermore, in spite of a certain amount of controversy,⁶ we have seen "during the last ten years... the choice made by many enterprises to take action by explicitly becoming involved in the development and implementation of competency processes."⁷

The Reception, Referral, Counselling and Support Services (RRCSS), as an organization, are not exempt from this, especially given that they are always striving to become more effective for the community. They will have to develop a set of core competencies that is even more appropriate and that will make it possible to harmonize better with the new *Government Policy on Adult Education and Continuing Education and Training*. But what would this set of core competencies consist of? What would be its content?

¹ (Dale, 2008; Saba et Dolan, 2008)

² (Foray and Gault, 2004, p. 12)

³ [Translation] (Brochier, 2001, p. 25)

⁴ These suspension points occur throughout the document. They mean certain words that are less essential have been omitted from a quotation.

⁵ [Translation] (Coriat and Weinstein, 1999, p. 4)

⁶ (Weinrach et al., 2004 ; Vloeberghs et al., 2003 ; Cavestro et al., 2002)

⁷ (du Roy et al., 2003; Rossiter, 2002). For some, for example, the competencies are inevitably political factors in the social disparities between population groups (Weinrach et al., 2004). Similarly, according to Durand, "the logic of competencies increases the subordination of employees vis-à-vis their employers" [translation] (quoted in Brochier, 2001, p.19). For others, on the contrary, these competencies are a legitimate way to ensure the progress the society (Coleman, 2004), and especially of the professional ethical practices that serve that society (Arredondo et al., 2004). [0]In addition, "the company has a moral obligation to identify and dismiss the low performers" (Rossiter, 2002, p. 276). [0]

⁸ [Translation] (Brochier, 2001, p.17)

Organizational goals and core competencies

In order to answer these key questions, an extensive preliminary discussion is required. It should be recalled that these sets of core competencies are tools. They therefore need to be consistent with goals in order to ensure that they are really effective. In fact, "the clarification of the issues and strategic ambitions of the company must form the basis for any competency management process."¹ Nothing is more confusing than using a tool without first situating it in the context of explicit goals.² As tools, sets of core competencies are not neutral; this observation has been made widely in the relevant literature.³

Before proceeding with the development or critical review of a set of core competencies for the RRCSS, it is therefore necessary to ask the following question. What are the organizational goals of RRCSS activities as a whole? In other words, what are its institutional social commitments (non neutrality) that will form the basis for the development or critical review of the set of core competences that this organization will use?

This document proposes four organizational approaches, corresponding to four goals. Although they are quite distinct from each other, they are not incompatible. These organizational approaches, as shown by the theory capsules at the beginning of the chapters, are based on philosophical and psychological considerations combining both traditional and post-modern concepts. These approaches are called congruence, inter-influence, prospective and global.⁴ They correspond to various types of constructivism.⁵ In particular they are related to various directions the RRCSS can take in their essential social commitment as part of continuing education and training. It should be recalled that the RRCSS are based, among other things, on concepts of continuing education and training. This is, in fact, the very *raison d'être* for this organization.

¹ [Translation] (du Roy et al., 2003, p. 11)

² (Oiry and Sulzer, 2002; Brochier, 2001)

³ (Oiry and Sulzer, 2002)

⁴ An explanatory note is required here. In a previous document, we defined four strategies of career counselling for adults (Riverin-Simard and Simard, 2004). These strategies are one component of the organizational approaches that we are proposing for the RRCSS. For example, the first strategy is connected to the first approach, the second strategy to the second approach, and so forth. Complementary discussions could also be carried out on strategies related to the other functions (reception, referral, etc.) and be included in one of the organizational approaches.

⁵ The four organizational approaches, congruence, inter-influence, prospective and global, are related respectively to the four major constructivist concepts *material*, *effective*, *final* and *formal* defined, for example, by Lyddon (1995), Lyddon and Robin (2002).

The concept of organizational competencies

Chapters I to IV explain how the RRCSS that have adopted one or another of these approaches act specifically with individuals,¹ but also with various bodies² such as the home educational institution,³ the Ministère de l'Éducation, du Loisir et du Sport, the partners, including those from the working world and community organizations.⁴ In fact, each of these approaches makes it possible to meet, in a particular way, the main challenges faced by the RRCSS,⁵ that is, "offer primary services and contribute to the establishment of a culture of lifelong learning."⁶ These particular ways of acting with the individual and with various bodies is related here to the concept of organizational competencies, that is, unique combinations of knowledge, technology, know-how, structures and organizational processes.⁷

In this document, organizational competencies are related to shared representations of the concept of effectiveness in the RRCSS⁸ with the individual, but also with the various bodies internal and external to the world of education.⁹

In order to illustrate these particular ways of doing things, we will refer from time to time to excerpts taken almost exclusively from two summary documents, one of which is international¹⁰ and the other from Québec.¹¹ We classify these excerpts according to their relevance with one or another of the four organizational approaches. Certain themes are found in a single approach. For others, this is not the case. For example: the absence of certain age sub-groups in continuing education and training; informal learning; the quest for information. These themes are dealt with in very different ways according to the approaches. We will identify, as we go

¹ This part covers, very generally, the reception, referral, counselling and support functions of the RRCSS that are described by the DFGA (MEQ, 2004).

² These sections are related to the concepts of proactivity and partnership, defined by the DFGA (MEQ, 2004). [0] (The school board)

⁴ These chapters can also be read side-by-side, comparing the sections with the same headings.

⁵ "The RRCSS will be faced with a number of challenges with respect to the organization and delivery of services. The school boards should help them meet these challenges by applying innovative solutions locally. They should in particular: foster the accessibility of these services, even in regions with low population density; be proactive with regard to certain population groups being served; adjust the content and methods of training to the needs of adults; offer services in close cooperation that are complementary with basic education; ensure that there is joint action and partnership with school board as well as outside partnerships with organizations and other institutions in the community" [translation] (MEQ, 2004, p. 53-54).

⁶ [translation] (MEQ, 2004, p. 2). Similarly, "OECD Education Ministers... underlined the importance of learning throughout the lifecycle" (OECD, 2001, p. 9).

⁷ (Vloeberghs et al., 2003). The organizational competencies are also called skills capital or an "organizational heritage of competencies... i.e. a set of competencies available a given moment in an enterprise" [translation] (Peretti, 2003, p. 61). [0]

⁸ "Collective competency is an emergence, a composition effect. It results from the quality of the cooperation between individual competencies" [translation] (Le Boterf, 2004, p.175). Similarly, "the know-how of cooperation can be developed through the gradual, ongoing construction of shared representations" [translation] (Le Boterf, 2004, p. 181).

⁹ The sections entitled "organizational competencies," which form the core of the four chapters, can help in the development of a set of collective core competencies.

¹⁰ (OECD, 2003)

¹¹ (Bélanger and Voyer, 2004)

along, these fundamental distinctions, which will suggest, it goes without saying, strong operational repercussions that are likely to be found during the eventual development of plans for the consolidation and implementation of RRCSS.

We will ask the same question at the beginning of each section: How to work with competency?¹ This question ensures that we generate elements of answers related to the process ("competency process") of activating available resources. At the same time, this question ensures that we go beyond a concept of "condition competency."² This is a major distinction. If we consider "competency only a condition or state, there is a risk of.... not taking into account the process of activating those resources."³ The important thing is therefore "to be able to answer the question: what is working with competency... to take into account an approach in terms of process... One has to be able to understand what is happening.... Better apprehending this process means giving oneself the possibility of bringing together the conditions favourable to its realization and removing the obstacles to it that might arise."⁴

Lifelong learning intelligence

This is a very important point. The organizational competencies proposed for the RRCSS are all processes for lifelong learning intelligence. They take the RRCSS towards a primary services model that we call the: *Lifelong Learning Intelligence Model*.

Intelligence here refers to a function of being alert in order to avoid pitfalls and be proactive in taking advantage of the opportunities that arise. This is a very broad concept that is used in many terms. The main ones are: economic intelligence;⁵ organizational intelligence;⁶ environmental intelligence;⁷ strategic scanning process or competitive intelligence;⁸ business intelligence;⁹ competitive intelligence.¹⁰

Among all these terms, there are none that correspond exactly to the *Lifelong Learning Intelligence Model*. It should be recalled that the aim of this proposed intelligence for the RRCSS is not, directly, to increase the competitiveness of an organization. It refers to a role of guardian of a phenomenon. And the phenomenon to be watched over is that of the emergence and development of the culture of lifelong learning. Drawing on the terminology listed above, we

¹ This question will come back throughout the text. Essentially the same formulation is repeated with, of course, changes in the words. It goes as follows: How should the RRCSS, under the ... organizational approach, work with....

² The expressions "competency process" and "condition competency" are taken from Le Boterf (2004).

³ [Translation] (Le Boterf, 2004, p. 56)

⁴ [Translation] (Le Boterf, 2004, p. 56)

⁵ (Trentin, 2003; Baumard, 1997; Levinthal et al. 1993)

⁶ (Bhatt, 2000)

⁷ (Lesca et al., 1997)

⁸ (Bergeron et al., 2002)

⁹ (Davenport et al., 2003 ; Julien et al., 1997; Gilad et al., 1986)

¹⁰ (Sarnier, 2002).

can apply the term "lifelong learning intelligence" to designate the role of watcher that we are proposing for the RRCSS.

This "intelligence" attributed to the role of watcher requires a high level of proactivity, because the vocation of strategic lifelong learning watcher is played out at several levels.¹ Applied to lifelong learning intelligence, this vocation makes it possible, for example: to reduce the time it takes to react to changes in the environment; to anticipate events that could occur and that are likely to jeopardize lifelong learning; to throw light on strategic decisions throughout the process of designing relevant interventions; to create planning systems that are avant-garde, and not so much curative or reactive; to cope better with uncertainty and thus with the inevitable disorder of events; to benefit from the uncertainty of events and react to them by identifying new needs to be met.²

In the transforming environments typical of the knowledge economy, lifelong learning intelligence should thus continually generate, process and disseminate information on strategic factors. These factors are related to reactions, counter-reactions or the absence of reactions from adults with respect to continuing education and training. And in these turbulent socio-economic environments, lifelong learning intelligence cannot take place within rigid hierarchical structures. The strategic lifelong learning watchers need to be in regular contact with the various bodies connected more or less directly with continuing education and training. These are the bodies that are likely to have some kind of impact on the creation or the consolidation of a culture of learning. Hence the major importance of a proactive attitude by the RRCSS, as primary services.

As strategic lifelong learning watchers, the RRCSS send warning signals that are not always clearly identified, confirmed or consensual. Given their novelty and unpredictability, these signals are necessarily anticipatory, qualitative, uncertain, fragmentary and embryonic. In addition, these advance signals take widely varied forms. We could mention, for example, impromptu observations made during a meeting of which the main point on the agenda is not directly relevant, informal processes that are relatively unorganized. But these various warning signals are there to favour change, change that could be, and even should be, structural within those same bodies that are connected more or less directly to continuing education and training.

The four organizational approaches proposed for the RRCSS have the following specific characteristics. They propose, it should be recalled, various procedures as proactive strategic lifelong learning watchers. In particular, they are based on various dynamic aspects of relationships between the self and the environment.³ They define continuing education and training as

¹ (Davenport et al., 2003; Trentin, 2003; Bergeron et al., 2002; Sarnier, 2002; Bhatt, 2000; Lesca et al., 1997; Julien et al., 1997)

² We have modified here the terms in the article by Lesca et al. (1997, p. 103) to adapt them to the RRCSS.

³ The word "environment" here refers in particular to the school environment, but also, in a less directly targeted way, to the environments of the labour market, vocational and industrial environments, and community or recreational environments.

a complex process to assist in the development of skills required by adults to evolve in those relationships between the person and the environment.

Primary services and dynamics between the self and the environment

By focusing on the dynamics between the self and the environment, these four approaches are not exclusively concerned with the self; they therefore cannot be called "person-centred."¹ At the same time, these approaches are not solely concerned with the environment, so neither can they be labelled "environment-centred."² On the contrary, these approaches are based on the indissociability of the self and the environment in the ways, different or complementary, of viewing continuing education and training and defining all the roles that might be assigned to the RRCSS.³

The primary services model, which is proposed in this document, is thus distinguished by being based on the principle of the indissociability of the self and the environment. This indissociability is now recognized as essential to the design and operationalization of a primary services model. At least this is what has been stated by the *Canadian Health Services Research Foundation*. Following an exhaustive survey of the literature and a very recent broad study, this foundation proposed a taxonomy of primary healthcare models. Two of these models are centred on the person and the other two on the environment. The first two are called Professional Models⁴ and the other two, Community Models.⁵ The *Foundation* concludes that a single primary services model is not enough;⁶ a combination of models is required. In the two optimal combinations identified (⁷ and⁸), it is necessary to combine a person-centred model with an [environment-centred model].

¹ It should be recalled here that Selman et al. identified a philosophy of adult education as adult-centred. It postulates in general that educators emphasize the active role of the learner in creating and defining the value of what is learned (Selman et al., 1997, p. 345).[0]

² Other philosophy of adult education identified by Selman et al., called functionalist, corresponds very broadly to a philosophy mainly centered on the environment. It postulates that "the various parts of society contribute to its overall efficient functioning (...) schools, labour unions, the courts, businesses and other segments of society, each function as required for the operation of society" (Selman et al., 1997, p. 343). [0]

³ As we will see below, other philosophies of adult education identified by Selman et al., that is, critical philosophies, are related, in a few aspects, with the inter-influence organizational approach. In fact, these critical philosophies "are aimed at among other things making learners aware of the conflicting interests of various social groups, including the subgroup of people who are in power" (1997, p. 344-345). [0]

⁴ "Professional models of primary healthcare are designed to deliver medical services to patients who seek these services" (CHSRF, 2003, p. 8).

⁵ "The community approach to primary healthcare is designed to improve the health of populations living in a given geographic area and to promote development of the communities served." (CHSRF, 2003, p. 9).

⁶ "...No single model for organizing primary healthcare services produces all the desired effects.... decision makers... must choose a combination of models for organizing primary healthcare" (CHSRF, 2003, p. 20).

⁷ "...The combination of the integrated community model [environment-centred model] and the professional contact model [person-centred model] is the one that maximizes all desired effects [effectiveness, productivity, accessibility, continuity, quality, and responsiveness]... However, this combination may result in system inefficiencies, since its implementation would require doubled efforts in change strategies without substantial differences in effect." (CHSRF, 2003, p. 20).

⁸ "The combination of the integrated community [environment-centred model] and professional contact [person-centred model] models is advantageous from a change strategy perspective. This combination permits the

This conclusion suggests in a way the need to promote a vision of the indissociability of the self and the environment for a primary services model. This is one reason why we are proposing a primary services model for RRCSS the *Lifelong Learning Intelligence Model*. This model is related to four organizational approaches, which are all concepts related to the indissociability of the self and the environment. It requires various specific organizational competencies. In addition, given that "any policy to reorganize primary healthcare must be based on a clear direction,"¹ the four organizational approaches proposed refer, it should be recalled, to the definition of precise organizational goals. These goals differ. They contain, however, the potential for very promising combinations.

Nevertheless, and this is a very important point, the proposal for a primary services model in no way negates the large share of initiative that is required from each RRCSS. As in any field (education, health), "practical implementation of the policy [of reorganization of primary services] must give regional and local players sufficient flexibility to develop a primary [services] network adapted to their reality."² This in particular is why there is a questionnaire guide³ in each chapter so that RRCSS staff can collectively identify which organizational competencies they would like to give priority to⁴ for acquisition in the RRCSS they are part of.

The concept of individual competencies

In addition to the organizational competencies, there are, of course, individual competencies. A distinction needed to be made between "employee competencies"⁵ and "company competencies."⁶ The former are necessary for the acquisition of the latter. Individual learning becomes organizational learning only if it is implemented and perpetuated within the organization. In fact, it is necessary to provide for the "management [individual] competencies in order to make more sustainable and to optimize the resulting [organizational] competencies."⁷ Hence the need, at the end of each chapter, to provide certain examples of individual competencies that are required by the staff and that will make it possible to aim for enhanced attainment of other

simultaneous achievement of desired effects by promoting two extreme primary care models that are likely to be complementary and not in competition with each other. It also permits the concentration of efforts on the implementation of the integrated community model, since the professional contact model is already well-established in Canada." (CHSRF, 2003, p. 20).

¹ (CHSRF, 2003, p. 17)

² (CHSRF, 2003, p. 17)

³ We call them questionnaire guides, because only one content validity study was carried out using the judges technique. No other validity study had been done. Likewise, there have been no reliability studies. (in terms of focus and schedule)

⁴ Peretti writes about a "heritage of employee competencies... i.e., the set of competencies that the employee possesses and that are likely to be used in his or her current job or in other jobs" [translation] (2003, p. 61). [Translation] (Brochier, 2001, p. 26)

⁵ [Translation] (Brochier, 2001, p. 27). Furthermore, according to Zarifian, "competent individuals are not simply placed in an organization. They produce it. They are competent in and on the organization" [translation] (2001, p. 46). According to Le Boterf, "There are no collective individuals... collective competency is an emergence, a composition effect. It is the result of the quality of the cooperation among individual competencies" [translation] (2004, p. 176).

competencies, which are organizational. These examples are applicable to all this personnel. They refer less to specific competencies¹ related to one or another of the practitioners involved.²

But be careful! A distinction needs to be made between core and secondary individual competencies.³

The former⁴ refer to now classic descriptions of knowledge and know-how.⁵

The latter correspond to those required in the knowledge economy in which the individual is "considered not only to be an actor but also an author."⁶ We call them secondary since they go beyond the primary ones, while being based on them. They are more general in nature. It should be emphasized that this is valid for all the approaches but with specific applications. They refer in particular to experiential knowledge, which is more and more called for. "In the knowledge economy, one recognizes immediately that experiential knowledge is both very valuable and very difficult to codify. It is very valuable, since it constitutes a natural resource indispensable to the new economy. It is a form of knowledge that is difficult to codify since it is acquired on an *ad hoc* basis and is accumulated in layers of experience from which it is difficult to separate it."⁷

¹ The specific competencies are "technical knowledge specific to a field, required to perform the activities that constitute the core of the field" [translation] (Peretti, 2003, p. 61).

² These include, among others, the guidance counsellor, the academic and vocational education consultant, the training counsellor, the education consultant, the teacher, the psycho-educator, the social worker, the receptionist, the office clerk, the secretary (Grégoire, 2004).[0]

³ Caspar (2004) proposes another terminology: technical competencies; communicational and technological competencies. "Two models of training... a model based on vocational education in which the technical aspect of the occupation dominates, and a more generalist model of training, with the emphasis instead on the communications and methodological aspects." [translation]

⁴ These individual core competencies listed at the ends of the chapters are subdivided into these two categories of competencies: knowledge and know-how. "The concept of competency is subject to debate, in particular because it entails certain ambiguities. Thus there are many definitions for its content, from knowledge in action [know-how] to various... concepts of knowledge" [translation] (Cavestro et al., 2002, p. 75).

⁵ We have eliminated the category related to attitudes (*savoir-être*), since this is strongly disputed. For example, according to du Roy et al., "the question of so-called attitudes seems to deserve special attention... companies that discover the importance of personal involvement in organizations... have a strong tendency to introduce attitudes... into sets of competencies for evaluation... this is... a behaviourist deviation" [translation] (2003, p. 46). For our part, we consider that competencies related to attitudes (*savoir-être*) are part of what we call the informal contribution to the organization. There it would difficult to include them in an operationalized set of competencies. Moreover, we have already identified, in another publication, eight types de behaviours related to this informal contribution (Riverin and Simard, 2003). Finally, according to Le Boterf, "it is better to put aside thinking in terms of attitudes (*savoir-être*), or more precisely to convert attitudes into requirements of knowing how to act" [translation] (2002, p. 155). In addition, "what demigurge would have the right to assess in an overall way the attitudes (*savoir-être*) of an individual?" [translation] (Le Boterf, 2002, p. 153).

⁶ [Translation] (Le Boterf, 2004, p. 49)

⁷ [Translation] (Simard, Y., in press).

Complementarity of the four approaches

Throughout this document, four organizational approaches to RRCSS are thus proposed. It should be recalled that they are not exclusive.¹ They can cohabit as long as the objectives and actions that belong to each one are clearly defined. These approaches could help the RRCSS to choose effectively how they function as an organization and the specific characteristics of their daily interventions. These approaches could also help the RRCSS to position themselves more strategically with respect to partners by identifying significant similarities or differences with the organizational approach chosen. And better positioning could contribute to greater diversity in the exploration of ways of helping with the expression of demand, because, as we know, "the *Government Policy on Adult Education and Continuing Education and Training* makes the expression of the demand² one of its main strategies for increasing participation in the basic education of the population."³

Above all, the four organizational approaches⁴ that we are proposing are in turn elements essential to a more thorough reflection⁵ on the very foundations of the sets of core competencies that are characteristic of this organization,⁶ the RRCSS. Because "any company must undertake a major process of introspection in order to analyze the many components of its activity in the form of competencies required by the organization."⁷ Similarly, "the company must be convinced that a different form of organization, concerned more with improving competencies and having people take more responsibility, would permit it to meet the challenges it faces."⁸

¹ We favour a multidimensional perspective rather than a unidimensional one. It should be noted, however, that a mutually exclusive vision of the approaches is not theoretically unjustifiable. Any form of constructivism is, in principle, legitimate: overall it refers to a human representation of the world.

² "What exactly do we mean by the expression of the demand for learning? It means that it is important for the learning needs of all adults -- independently of origins, status, occupation, etc. -- to be understood, clarified, supported or valued, so that it will eventually be possible to meet that demand with all necessary flexibility" [translation] (Bélanger and Voyer, 2004, p. 8).

³ [Translation] (Bélanger and Voyer, 2004, p.84)

⁴ The order in which the approaches introduced is based on the hierarchy of increasing complexity usually found in history of knowledge (Altman and Rogoff, 1987) (see the 4 sections entitled "theory capsules").

⁵ This document includes several theory capsules. Certain practitioners and self-directed adults may find this to be an unnecessary accumulation of conceptual elements, while certain researchers will consider it quite inadequate. [0]Faced with these various possibilities, we have gambled that these theory capsules will be greatly appreciated as appropriate material for reflection on concepts and practices. In addition, we believe that most of the practitioners and self-directed adults are very aware of the importance of carrying out such reviews of their actions even though this operation is very demanding. However, since it is usually accepted that both processes, "action" and "reflection on one's action," cannot take place simultaneously, we have presented these various theory capsules indented and in a smaller font. In this way, the practitioner or self-directed adult can go through these excerpts whenever they choose to invest more time on "reflection on one's action" rather than on the action itself. These individuals will be enriched with a more thorough understanding of the complex phenomenon of lifelong learning intelligence. Especially, and this is one of our greatest hopes, they will be stimulated to generate, using their invaluable experience, other conceptual formulations that will make possible further progress in the knowledge and practice in this priority area for the development of our societies.

⁶ In this document, we address the question of sets of core competencies: organizational, core individual and secondary individual.

⁷ [Translation] (Brochier, 2001, p. 23)

⁸ [Translation] (du Roy et al., 2003, p. 11)



Chapter 1



The congruence organizational approach

What are the specific characteristics of the congruence organizational approach applied to the RRCSS? How does RRCSS staff using such an approach see themselves in their interventions with adults, but also with the educational institution,¹ the Ministère de l'Éducation, du Loisir et du Sport, and partners, including those in the labour market and community organizations? What competencies are required by RRCSS staff using the congruence organizational approach for the attainment of optimal functioning?

Characteristics

The congruence organizational approach sees continuing education and training in terms of similarities, fit, compatibility and the matching of adults and the educational, or other, environment. This approach can be summed up in the following statement: in order to be able to progress in their educational activities,² adults need to enrich substantially the information they possess regarding: the self,³ the environment,⁴ and especially the possible meeting-points between the elements inherent to these two entities. According to this approach, the more adults possess this information, the more able they are to renew their worldviews (educational, social) and do this in more subtle and complex ways. In particular, the more they are able to behave in their educational activities in ways appropriate for both themselves and for their communities.

Using information on the self and the environment, the congruence organizational approach is thus aimed at ensuring that the adult learner carries out a process of matching that is as relevant as possible. This matching must take place between the following realities:

- the adults themselves (e.g., their abilities, competencies, attitudes, values; their personality types);
- the educational environment (e.g., the methods of educational and work organization; the educational programs related to trades or professions; the tasks) or the social environment (e.g., activities as members of an institution, a community).

In addition, according to this approach, if these two realities are harmonized (or are described according to several similar aspects), the chances for the success of the process of continuing education and training are considerably enhanced. The focus is therefore on the perception of characteristics that change little, in both adults and their environments (see theory capsule below). The contextual dimensions are considered secondary.

¹ (The school board)

² (That is, engage in them, continue them and succeed at them)

³ (As learner)

⁴ (Education system)

When using this organizational approach, the RRCSS act with adult learners themselves in a particular way. That is also the case with their behaviours towards various bodies: the home educational institution, the Ministère de l'Éducation, du Loisir et du Sport, the current or potential partners, the labour market and community environments.

Theory Capsule

This capsule is a brief presentation of the philosophical and psychological foundations of the congruence organizational approach.¹

In philosophical terms, this approach is based in particular on Aristotle's concept of material cause. In very accessible terms, this cause refers to "what comes from a specific reality... what performs the function of serving as the possible on the basis of which the thing is done."² According to this concept of material cause, substances are endowed with their own existence; they are capable of autonomous action. This concept employs the principle of immanence, which states that the cause of an action is located essentially in the very nature of the acting subject.³ In the congruence organizational approach, this concept of material cause applies both to the "self" and "environment" poles. The elements that adults possess for their continuing education and training are thus two-fold. There is, at the same time, information on the properties intrinsic to the self (values, professional competencies, interests) and information from the educational environment (programs, prerequisites, requirements), and even information from the work environment (labour market, current or possible employers, socioeconomic situation in the community). According to Aristotle's concept of material cause, phenomena are governed by their stable, intrinsic properties. This philosophical principle is valid for social, physical, and psychological phenomena. Illustrations of this philosophical vision can be found in the history of the physical, biological, and social sciences. It is related to the concept of vitalism in biology, as well as in the chemistry and physics of the last century.⁴ The scientists of that time, who adhered to this prescientific perspective, sought to identify the essence of a molecule and thus understand its behaviour. To do this, they would analyze its intrinsic properties, paying little attention to the reciprocal actions that occurred between it and the environment.

In modern psychology, the congruence organizational approach is based on similar postulates. In trait-and-factor theories, for example, the main research themes refer to individual cognitive characteristics, including those related to personality and psychological processes.⁵ These characteristics largely determine the psychological functioning of the individual; they concern less the relationships the individuals have with each other or with the community. The focus is also on the relatively stable components of this individual, leaving little room for contextual

¹ This theory capsule repeats partially revised excerpts of Riverin-Simard, D. and Simard, Y. (2004) on the harmonizing strategy of career counselling, which itself belongs to this congruence organizational approach.

² [Translation] [0] (Bastit, 2002, p. 99)

³ (Rychtack, 1977)

⁴ (Altman and Rogoff, 1987)

⁵ (Lyddon, 1995; Lyddon and Robin, 2002)

variables. In the nineteenth century, for example, psychological studies on behaviour based on concepts of instinct, spirit or soul were part of this type of approach. In fact, these studies obscured the various relational factors and contextual variables at the origin of these behaviours. We might mention in this regard Cabanis's psychophysiology, Berkeley's subjective psychology and Condillac's spiritualist psychology.¹ The congruence organizational approach also has much in common with the following schools of thought: *formist* (Pepper),² *self-action* (Dewey and Bentley)³ and *material constructivism* (Lyddon).⁴

Thus the relationship to knowledge in the congruence organizational approach is characterized especially by the analysis and ordering of phenomena, taking into account the similarities in their inherent features. But this rather static mode of conceiving the matching of phenomena essentially ignores all questions related to time and change. It also omits the temporal perspective at the heart of these questions.

Applied to the RRCSS, the congruence organizational approach suggests conceiving of continuing education and training through the identification of characteristics specific to each of the entities: the person and the environment. An effort is then made to match similar elements and to discriminate among incompatible elements.

Organizational competencies (various examples)

Interventions with the individual

How should the RRCSS, under a congruence organizational approach, work with the individual?

They transmit a great deal of information that is likely to facilitate the matching of adults and their educational activities. For example, they ensure first of all that information is provided on the most typical questions from learners. According to the *Canadian Apprenticeship Forum*, these questions are related in general to the content of courses and to career. "What types of apprenticeships are available? How much does an apprentice earn? Where can I find more information about how much skilled tradespeople earn? Can you get into an apprenticeship right after high school? How do I get started in an apprenticeship; where do I go for information?"⁵ These questions from apprentices also concern practical considerations such as citizenship status and funding for training. "I live outside of Canada. How do I become an apprentice in Canada if I live overseas? I am from another country but I now live in Canada. Who can grant me credits for skills and experience that I've gained through previous work?"⁶ The RRCSS also

¹ (Altman and Rogoff, 1987).

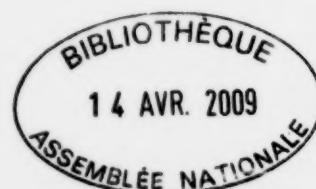
² (1942)

³ (1949)

⁴ (1995).

⁵ (CAF, 2004, p.2) [0]

⁶ (CAF, 2004, p.2)



provide a great deal of other information essential to the proper functioning throughout their studies. This information is related in particular to teaching methods, to the calendar of learning activities, to the requirements of this calendar, and to the solutions or main learning problems usually encountered. "For the adults, it is important... to be well informed about the programs."¹

Under the congruence organizational approach, the RRCSS also seek to ensure that adults receive as much information as possible about themselves as learners. This information is related to the level of knowledge attained in the various subjects and to the emphasis on their academic and occupational interests. According to the adults, what contributes most to the quality of services information, is precisely "the personalized assistance that is useful to better perceiving their personal tastes, and information on the labour market and on the trades given by guidance counsellors."²³ In addition, according to "many adults, the attention they are paid and the quality of the information transmitted to them makes it possible for them to revise their initial plans, if this is recommended to them."⁴

Moreover, the RRCSS process all demands from adults so that its formulation is in accordance with existing supply. It should be recalled that the congruence organizational approach sees continuing education and training as giving priority in particular to a question of match between adults and the realities of the educational environment. Hence the importance of accumulating as much information as possible on the two aspects (adult and institutional environment) in order to ensure a favourable match.

When they apply this congruence organizational approach, the RRCSS are very sensitive to any motivation of adults related in any way to a desire to learn how to better match themselves to the requirements of the realities of the institutional environment within which these adults are asked to develop. The various operations of matching with the environment are also aimed at enabling the adults themselves to evaluate whether or not they can harmonize with this environment. For example, during the entry process, "steps are particularly significant in the eyes of adults: the announcement of the results of the pre-evaluation test⁵ and the determination of the training profile... the intervention of the CLÉ⁶ in the choice of program among all those offered... and participation in group information meetings."⁷

¹ [Translation] (Bélanger and Voyer, 2004, p. 57)

² [Translation] (Bélanger and Voyer, 2004, p. 58)

³ On this topic, there still seem to be "shortcomings related to career counselling, and to information on the programs and trades" [translation] (Bélanger and Voyer, 2004, p. 58).

⁴ [Translation] (Bélanger and Voyer, 2004, p. 58)

⁵ On the other hand, the time and the method of the entry exams and the classification in different groups according to the results of these exams are subject to a great deal of discussion. For example, according to Bélanger and Voyer, "according to the staff of the AEC, the fact that the adults know that they will be pre-evaluated and classified in different groups according to this pre-evaluation can be a major obstacle to the return of adults to school. This aspect can weigh heavily in the decision whether or not to continue studies" [translation] (2004, p. 52).

⁶ (Centre local d'emploi)

⁷ [Translation] (Bélanger and Voyer, 2004, p. 51-52)

Commitments to the educational institution

How should the RRCSS, having opted for a congruence organizational approach, act towards their educational institutions?

In certain educational institutions, for example, "there is a general process that begins *gross modo* with the phase of acquiring nominative information and that ends with the phase of the individual training profile."¹ This seems to be a traditional matching process. The RRCSS using the congruence organizational approach play an active role in this process. The resulting information seems to be the cornerstone of healthy cooperation between them and their home educational institution. "The RRCSS must in the meantime maintain with the decision-making bodies responsible for them sufficiently close ties to be able to promote the circulation of information and the synergy required for the complementarity of services."²

The RRCSS seek to gather as much information as possible (basic school regulations; entrance requirements for a particular level of course) from the decision-making bodies of their educational institutions. According to this congruence organizational approach, it should be recalled, the more the RRCSS possess this information, the more they can contribute to appropriate matching between adults and the educational environment. As we know, "adults can make education decisions if the learning supply is integrated, transparent and coherent."³

When they subscribe to the congruence organizational approach, the RRCSS consider broader information to be necessary to ensure the best match between adults and their educational environment. "It is important for the learning needs of all adults – independently of origins, status, occupation, etc. – to be understood, clarified, supported or valued."⁴ Without violating respect for confidentiality,⁵ the RRCSS therefore provide various types of information with respect to all adults they encounter. A key part of this is suggesting to their educational institution the most appropriate procedures for matching adults with the realities of the educational environment. In particular by offering this overall portrait of the adults, they contribute to providing useful information to the educational institution so that it will be able to better manage educational activities.⁶ Moreover, while the RRCSS possess a multidimensional portrait of adults, they are concerned with constantly making it more complete with information obtained by other practitioners in the educational institution.

Functions with the Ministère de l'Éducation, du Loisir et du Sport

How should the RRCSS, once they have opted for a congruence organizational approach, work with the Ministère de l'Éducation, du Loisir et du Sport?

¹ [Translation] (Bélanger and Voyer, 2004, p. 49)

² [Translation] (MEQ, 2004, p. 53)

³ (OECD, 2003, p. 162)

⁴ [Translation] (Bélanger and Voyer, 2004, p. 8)

⁵ (Rule of ethics)

⁶ (For example, the possible number of registrations in general and by academic subject)

They have more or less the same double role with the Ministère and with the educational institution. First of all, they look for all possible information from the Ministère de l'Éducation, du Loisir et du Sport that could help adults match themselves with their educational environments. At the same time, they provide the Ministère de l'Éducation, du Loisir et du Sport with information¹ that is essential to the management of the Québec network as a whole. This second aspect is very important. Many elements could be mentioned. We have noted two.

A first body of information seems to be particularly crucial to provide. Under the congruence organizational approach, the RRCSS regularly inform the Ministère de l'Éducation, du Loisir et du Sport about the nature of adults' informal learning.² In fact, "formal learning is always included in the definition [of continuing education and training], but non-formal learning³ and (especially) informal learning⁴ are less often so."⁵ The OECD emphasizes this aspect: "The recognition of informal and non-formal learning that adults undertake has been included in a number of country approaches towards adult learning,"⁶ because "recognition of informal and non-formal learning, which occurs outside formal settings... allows adults to begin learning at the level that reflects their actual competencies."⁷ The RRCSS insist that the Ministère de l'Éducation, du Loisir et du Sport obtain more information⁸ that would make it possible to strengthen this recognition. Because such a recognition of prior non-formal and informal learning makes possible, according to the congruence organizational approach, a better match between the situation of adults and the institutional environment.

A second body of important information that the RRCSS provide to the Ministère de l'Éducation, du Loisir et du Sport concerns the need for additional services for adults so that they can better match these with their educational environment. For example, "the lack of availability of guidance counsellors in the AEC and support staff responsible for information prevents the demand from being clarified."⁹

¹ (Non-confidential, it goes without saying)

² In the congruence organizational approach, concern with informal learning is based on the fact that the RRCSS want to exchange information. As we will see below (chapters II, III, IV), this concern about informal learning takes on a completely different meaning with the other organizational approaches.

³ Non-formal learning "refers to organised activities that are not explicitly identified as learning activities... This means, for instance, that it does not lead to qualifications or certification. It may occur within the workplace or outside. This type of learning supplements more formal learning" (OECD, 2003, p. 25).

⁴ Informal learning "occurs by chance or during everyday activities (work, family life, leisure, etc.). Another term used is experiential learning (learning through experience). It is not provided through any formal structure. Typically, self-learners using new ICTs, television or radio, for instance, participate in informal learning if these activities do not constitute part of an organised course or programme. It may be useful, for the purposes of policy making or argument, to break down informal learning into planned and unplanned learning. In the former [planned learning], people set aside time for informal learning; whereas in the latter [unplanned learning] they are not conscious of acquiring knowledge. Informal learning is sometimes presented as the only real process of active lifelong learning: (OECD, 2003, p. 25).

⁵ (OECD, 2003, p. 23)

⁶ (OECD, 2003, p. 80)

⁷ (OECD, 2003, p. 80)

⁸ (Guidelines, criteria, standards)

⁹ [Translation] (Bélanger and Voyer, 2004, p. 70)

Under the congruence organizational approach, the RRCSS alert the Ministère de l'Éducation, du Loisir et du Sport to inadequate and missing information. They ask the Ministère to initiate searches for essential information, for example, regarding adults who do not take part in continuing education and training activities.¹ In fact, "describing and analysing what motivates adults to learn is one of the hardest challenges... it... means understanding why some people with learning needs do not participate in learning."² According to the OECD, the information and data sources on this point are relatively scarce, because "the institutions in charge of adult learning have little contact with that public. In many cases they only see those who come to learn, rarely those who do not."³ Furthermore, in surveys carried out in nine countries, "relatively few opportunities arose to meet with adults who cannot or do not want to learn during visits to the nine countries covered by the thematic review."⁴

Working with partners

How should the RRCSS using the congruence organizational approach work with partners?

They are first of all on the look-out for any relevant information required by partners (current or potential). This information permits them to better refer adults according to individual cases, and especially, to help them benefit more from the services provided by any of these partners. Increasingly close coordination of information among partners, including public partners, makes possible still better matching between adults and the institutional environment. Because it is necessary to develop "a co-ordinated approach in the public adult learning system."⁵

The RRCSS provide as much information as possible to these same partners on the specific needs of adults seeking continuing education and training. Under the congruence organizational approach, they familiarize these partners, for example, with "the whole range of educational activities that are likely to increase the core competencies of adults, whether or not these are work-related, or to provide responses to the overall social demand for general education."⁶ Likewise, they provide more information for their partners regarding considerations related to the adults themselves. While the perception that certain partners "have of adults focuses on their vocational identities and tends to remain unidimensional,"⁷ it is important for the RRCSS to regularly remind them of the multidimensional nature of the adult. This provides partners with a more extensive range of information. In keeping with the congruence organizational approach, the RRCSS are therefore ensured that such an extension favours constantly improved matching between adults and the various environments in which continuing education and training activities are conducted.

¹ This concern with sub-groups of adults absent from continuing education and training activities takes on particular significance in the context of the congruence organizational approach. As we will see below (chapters II, III, IV), this concern leads to reactions in the RRCSS when they use other organizational approaches.

² (OECD, 2003, p. 107)

³ (OECD, 2003, p. 107)

⁴ (OECD, 2003, p. 107)

⁵ (OECD, 2003, p. 13)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 74)

⁷ [Translation] (Bélanger et Voyer, 2004, p. 71)

Working with labour market partners

How should the RRCSS, once they have opted for a congruence organizational approach, work with labour market partners?

They need to first of all concentrate on gathering the most recent information on the requirements of employers. For example, according to the *Canadian Apprenticeship Forum*, "Employer frequently-asked questions" are: "Are there any programs available to help me cover the costs of an apprenticeship program?" "How do I set up an apprenticeship program in my company or organization?"¹

Similarly, the RRCSS will look for information on the skills required for the various trades and professions that are current on the labour market. Overall, there are two broad aspects that need to be taken into account: "Vocational training needs in the workplace. These may relate to cutting-edge technology for highly skilled workers... or more classic needs to update knowledge and know-how."²

Under the congruence organizational approach, the RRCSS transmit this information to the adults themselves so that they have a clearer understanding of a possible fit with the labour market,³ and thus become more motivated to get involved in the educational activities undertaken. "The enterprise is the most common learning venue."⁴ In addition, "One of the strongest links to adult learning is the world of work. Among the different reasons stated for undertaking adult learning, most are employment-related."⁵ The matching of adults with their educational activities is better achieved if these activities are related to their work. The RRCSS therefore seek to form close ties with the labour market in order to always have on hand the most recent information so it can be immediately passed on to the adults. They can thus be sure that the match between adults and their educational activities will be improved.

Working with community partners

How should the RRCSS, once they have opted for a congruence organizational approach, work with community partners?

¹ (CAF, 2004, p.3)

² (OECD, 2003, p. 27)

³ In this regard, Wickman and Campbell (2003) raise the question of the co-construction of congruency. Moreover, Clark, Blancero and Marron (2001) have designed a group intervention entitled: "[0]Teaching work group-task congruency: the fit for performance exercise." In this intervention, the experiential activities proposed emphasize in particular the composition of the group, and especially the congruence between the tasks distributed within the group and the characteristics of each of the members. Similarly, Meir and Segal-Halevi (2001) have also designed an intervention that takes congruence into account. But this was not based so much on congruence between the people themselves, but congruence between the work environment and the people.

⁴ (OECD, 2003, p. 215) [0]

⁵ (OECD, 2003, p. 45)

They play an important role with community partners. First of all, they collect a great deal of information on the skills required by adults in order to find a better fit with these various environments. For example, they gather information from "their community and have a clearer understanding of the variety of requests for adult training."¹ Because, "close relations with the community makes it possible... to increase awareness in the population of the importance of education."² In particular this close relationship makes it possible for the RRCSS to maintain an ever-larger information database, and thus promote better matching between the goals of continuing education and training activities and the concerns of these community organizations.³

In keeping with the congruence organizational approach, the RRCSS bring back to the adults all the information collected from these community organizations. The purpose of this information is to enable the adults to become involved in the community organizations that best correspond to their values. In particular they work to ensure that adults are as capable as possible of finding matches with the most useful educational activities offered by these community organizations.

Moreover, they use their connections with the community organizations in order to inform as many adults as possible about the need for lifelong learning. Under the congruence organizational approach, the RRCSS are well aware that is necessary with these community organizations, "to continue and to intensify the information and promotion campaigns regarding general education with the population, organizations and the whole community."⁴

Questionnaire guide

A list of organizational competencies is proposed here. It is drawn from the discussion above. A (organizational competency to be improved) or D (organizational competency to be developed) should be entered, where applicable, under each of the statements. If these statements are not applicable, write nothing.

1. The RRCSS ensure that the information essential for proper functioning throughout their studies are provided to adults; this information is related in particular to teaching methods, to the calendar of the institution, to the requirements of this calendar, to the solutions or main learning problems usually encountered, etc.

A D

¹ [Translation] (Bélanger and Voyer, 2004, p. 77)

² [Translation] (Bélanger and Voyer, 2004, p. 75)

³ As we will see below, the other organizational approaches also benefit from contact with community organizations to ensure a better lifelong learning intelligence. However, the other approaches do this from different perspectives.

⁴ [Translation] (Bélanger et Voyer, 2004, p. 91)

2. The RRCSS work to transmit to adults all information concerning connections between the content of learning and the requirements of the labour market.
A D
3. The RRCSS seek to ensure that adults receive as much information as possible as about them as learners.
A D
4. The RRCSS inform adults about the possible compatibility between their needs and the educational activities offered.
A D
5. The RRCSS receive demands from adults and attempt to reformulate them in accordance with existing supply.
A D
6. The RRCSS seek to gather all useful information (basic school regulations; entrance requirements for a particular level of course) from the decision-making bodies of their educational institutions.
A D
7. The RRCSS play an active role in any reception process within their educational institutions where this process is designed as a primarily informational operation.
A D
8. The RRCSS provide their educational institutions with various kinds of useful information regarding the characteristics of all adults.
A D
9. The RRCSS seek out all relevant information from the Ministère de l'Éducation, du Loisir et du Sport that could help adults in matching themselves with the educational or social environment.
A D
10. The RRCSS urge the Ministère de l'Éducation, du Loisir et du Sport to provide them with more assistance in their search for essential information on adults who do not take part in continuing education and training activities.
A D
11. The RRCSS are on the look-out for any relevant information from partners in order to better refer adults, and especially to help them benefit more from the services provided by any of these partners.
A D

12. The RRCSS provide more information for their partners regarding considerations related to all adult learners.
A D
13. The RRCSS ensure that they possess all information usually asked for by employers.
A D
14. The RRCSS collect information on the skills required on the labour market for the various trades and professions.
A D
15. The RRCSS inform adults about the requirements of employers so that they are better able to choose the educational activities that will permit a better fit with the labour market.
A D
16. The RRCSS transmit to adults information related to the skills required by the various community organizations so that they are able to choose the most relevant educational activities, and to become involved in the community organizations that best correspond to their values.
A D

If the frequency of responses is high,¹ either with respect to the organizational competencies to be improved (A) or to be developed (D), it should be concluded that the RRCSS should² adopt, solely or in complementarity, this congruence approach. It is particularly important to read carefully the following sections on the secondary and core competencies that the members of the RRCSS staff must themselves develop so that the organization, as a whole, can harmonize itself with the desired organizational competencies.

Secondary competencies required by the staff (various examples)³

In order to achieve the organizational competencies required by the congruence organizational approach, the RRCSS staff should possess certain competencies that we call individual secondary competencies. As mentioned above, these correspond to those required in the knowledge economy in which the individual is "considered not only to be an actor but also an

¹ We suggest the following calculation method: 1: add up the As and Ds; 2. calculate the % of this total, i.e., multiply the number obtained by 100, then divide by the total number of items. The percentage obtained should then be compared with the questionnaire guides in the other chapters.

² We suggest answering this questionnaire guide as a group. Otherwise each member of the staff can fill it in individually. Calculating the average of the percentages obtained can give an indication of the approach (approaches) to be favoured.

³ The text in the sections entitled "Secondary skills required" is more or less similar in chapters 1, 2, 3 and 4.

author.¹ We call them secondary since they go beyond the core competencies, while being based on them. They refer in particular to experiential knowledge, which is called for more and more. They are more general in nature. They are valid for all the approaches. Nevertheless, they require a particular application that must be redefined according to the goals inherent in the congruence organizational approach, and they are chosen by the RRCSS. These required secondary individual competencies are related to: knowing how to act and react appropriately;² knowing how to combine resources and mobilize them in a context;³ knowing how to transpose;⁴ knowing how to learn and learn to learn;⁵ knowing how to commit oneself.⁶ In particular, these secondary individual competencies require the mastery of a whole series of individual core competencies. Because, "to be able to combine and mobilize these resources... it is necessary to first of all possess them."⁷

Core competencies required for the staff (various examples)⁸

Under the congruence organizational approach, the members of the RRCSS staff should possess in particular four basic competencies (A, B, C, D), which in turn include components related either to knowledge or know-how.

A. The members of the RRCSS staff should be able to intervene with adults so that they will be capable of matching their own personal characteristics with those of the institutional environment.

- In terms of knowledge to be mastered, this competency A includes in particular the following components. the RRCSS staff should know:
 - ⁹the various placement systems;
 - ¹⁰the trait-and-factor theories;
 - the main theoretical schools on personality

¹ [Translation] (Le Boterf, 2004, p. 49)

² That is, "knowing what to do; knowing how to go beyond what is prescribed; knowing how to make urgent choices; knowing how to arbitrate, negotiate, decide, and knowing how to follow up with actions in accordance with goal" [translation] (Le Boterf, 2002, p. 112).

³ This knowledge is related to "knowing how to build competencies from resources, knowledge that takes advantage not only of its integrated resources (knowledge, know-how, qualities) but also resources in their environment" [translation] (Le Boterf, 2002, p. 112).

⁴ That is, "knowing how to memorize many situations and model solutions, knowing how to step back, operate on two tracks; knowing how to use their metaknowledge to design a model; knowing how to identify and interpret context indicators, knowing how to create the conditions for transposability using transferable patterns" [translation] (Le Boterf, 2002, p. 112).

⁵ This knowledge is related to "knowing how to draw lessons from experience, knowing how to transform their action into experience, knowing how to describe how one learns, knowing to function in a double learning loop" [translation] (Le Boterf, 2002, p. 112).

⁶ That is, "knowing how to commit one's subjectivity, knowing how to take risks, knowing how to undertake projects, professionals ethics" [translation] (Le Boterf, 2002, p. 112).

⁷ [Translation] (Le Boterf, 2004, p. 151).

⁸ (Heading to be completed locally)

⁹ The following competencies are taken from the NSCCDGS (2004).

¹⁰ The following competencies are taken from various university course plans.

- the descriptive and interpretative elements of the main psychopathologies: neuroses, borderline personality disorders and psychoses;
- the concept of self, its formal properties as well as the processes by which the individual is characterized, is differentiated;
- the various approaches and procedures used to evaluate the psychological characteristics of an adult learner;
- the basic criteria for judging the value of a measuring instrument;
- the standards to be observed when using psychometric instruments;
- the main sources of references in the field of psychometric tests;
- the advantages and disadvantages related to the measurement of psychological variables;
- the main types of tests used to measure aptitudes, socio-emotional variables, intelligence, personality and interests.

In terms of know-how to be mastered, this competency A includes in particular the following components. the RRCSS staff should be able to help adults:

- seek many types of information on the self as current or possible learner;
- in their information-gathering procedures in the educational environment;
- perceive the various points of harmonization between the information related to the self and information on the educational environment;
- ¹explore appropriate instruments and procedures with clients;
- review and evaluate results with clients;
- guide [adults] to identify own skills, strengths, personal characteristics, values and interests;
- make their choice of course;
- use information technologies to provide educational information (databases, educational and counselling software, Internet).
- Likewise, the RRCSS staff should be able to:
- ²diagnose the personal decision-making styles or decision-making processes.

B. The members of the RRCSS staff should be able to intervene with the educational environment so that it provides the best possible information on the characteristics of that environment so that adults are better able to know they can harmonize with it.

In terms of knowledge to be mastered, this competency B includes in particular the following components. The RRCSS staff should know:

- ³the legislation relevant to education, training and work at the local, national and international levels;
- the equivalents of titles and professional qualifications obtained in the different countries;

¹ The following competencies are taken from the NSCCDGS (2004).

² The following competencies are taken from various university course plans.

³ The following competencies are taken from: CSE (2004).

- ¹the sources and the collection of different types of information documents;
- the rationales underlying the different information tools;
- ²the institutional systems characteristic of continuing education and training.

In terms of know-how to be mastered, this competency **B** includes in particular the following components. The RRCSS staff should be able to help adults:

- ³collect, analyze and conceive various forms of information;
- ⁴seek relevant information from resource persons;
- anticipate issues and estimate the potential and limitations of information and communications technologies;
- keep informed on the activities offered (this information can be posted in the reception room);
- get involved in their decision-making process;
- improve their self-knowledge.

In addition, the RRCSS staff should be able to:

- collect, organize, disseminate and provide up-to-date information on careers, education, personal and social education and training;
- list resources useful for the planning of the program and its implementation;
- inform adults about programs and services;
- ⁵carry out the evaluation, coding, classification and storage of information for dissemination;
- use appropriately the required information necessary for various clienteles.

C. The members of the RRCSS staff should be able to help adults become familiar with the elements intrinsic to the self and other environments (work, community) and to discover possible matches between those elements.

In terms of knowledge to be mastered, this competency **C** includes in particular the following components. The RRCSS staff should know:

- ⁶labour market information;
- ⁷the limits of the intervention and refer a client whose needs cannot be satisfied (which implies, for practitioners, the need to create for themselves a network of contacts in order to have access to a wide range of services);
- local and government reference services and work, financial, social and personnel agencies;

¹ The following competencies are taken from various university course plans.

² The following competencies are taken from: CES (2004).

³ The following competencies are taken from the NSCCDGs (2004).

⁴ The following competencies are taken from: CSE (2004).

⁵ The following competencies are taken from various university course plans.

⁶ The following competencies are taken from: NSCCDGs (2004)

⁷ The following competencies are taken from the CISARCA (2004)

- vocation information systems on computer, the Internet and other online sources;
- ¹the specific dimensions of personal, educational, vocational and socio-economic information;
- the various electronic information sources related to general and vocational education;
- job analysis;
- the new organizational and institutional forms of work;
- labour market changes;
- forms of employment;
- types of production.

In terms of know-how to be mastered, this competency C includes in particular the following components. The RRCSS staff should be able to help adults:

- ²identify resources in public, parapublic and private for-profit organizations, as well as the main community organizations;
- recognize components of labour market information;
- ³establish a network and collect information;
- ⁴guide clients to complete application forms.

Likewise, the RRCSS staff should be able to:

- ⁵develop regional networks of contacts between the suppliers of professional counselling services in order to improve referrals to the most appropriate service while minimizing delays;
- facilitate access to recent information on the opportunities of employment, education and training;
- maintain lists of resource locations;
- update information on jobs;
- disseminate job opportunities;
- gather information related to health and leisure time;
- use information technologies to provide job information (databases, educational and counselling software, Internet);
- use an effective referral process to help adults use programs, services and networks;
- refer to the Internet in the process of looking for work.

D. The members of the RRCSS staff should be able to ensure that those responsible in the educational environment are able to: better select the adults who have affinities for the training environment they offer; get involved in increased promotion of the activities of that educational institution in order to attract new target clienteles.

¹ The following competencies are taken from various university course plans.

² The following competencies are taken from: NSCCDGS (2004)

³ The following competencies are taken from the CISARCA (2004)

⁴ The following competencies are taken from: NSCCDGS (2004)

⁵ The following competencies are taken from the CISARCA (2004)

In terms of knowledge to be mastered, this competency **D** includes in particular the following components. The RRCSS staff should know:

- ¹assessment instruments and methods;
- standardized career assessment instruments and informal assessment methods appropriate for the client group;
- ²clients' needs based on different assessment tools and techniques;
- clients' cultural differences to interact effectively with all populations.
- ³theories on ethnic minorities: assimilation, integration, adaptation, social, ethnic and linguistic stratification.

In terms of know-how to be mastered, this competency **D** includes in particular the following components. The RRCSS staff should be able to:

- ⁴make appropriate referrals;
- use standardized career assessment instruments;
- establish and maintain an information and resource database;
- ⁵provide information;
- ⁶use the data derived from assessment appropriately and according to the situation;
- conduct a needs assessment of the clients' contexts;
- possess the competencies to use career development resources designed to meet the needs of specific groups (migrants, ethnic groups and at risk populations);
- identify target populations;
- ⁷be capable of recognizing the face of poverty by identifying the most vulnerable groups;
- work with the adults to develop, implement and assess action plans intended to meet economic, social, educational and employment objectives.

Summary

With the congruence organizational approach, continuing education and training is seen as a question of similarities, of fit, of compatibility, and of matching adults with the educational, or other, environment. This approach is based on the following principle: in order to be able to progress in their educational activities,⁸ adults need to enrich substantially the information they possess regarding: the self,⁹ the environment,¹⁰ and especially the possible meeting-points

¹ The following competencies are taken from: NSCCDGS (2004).

² The following competencies are taken from: qualification standards (IAEVG, 2003).

³ The following competencies are taken from various university course plans.

⁴ The following competencies are taken from: NSCCDGS (2004).

⁵ The following competencies are taken from: CISARCA (2004).

⁶ The following competencies are taken from: qualification standards (IAEVG, 2003).

⁷ The following competencies are taken from various university course plans.

⁸ (Engage in them, continue them and succeed at them)

⁹ (As learner)

¹⁰ (Education system)

between the elements inherent to these two entities. According to the congruence organizational approach, the more adults possess this information, the more able they are to renew their worldviews (educational, social) and do this in more subtle and complex ways. In particular, the more they are able to progress in their educational activities in ways appropriate for both themselves and for their communities.

Particular organizational competencies are required for the congruence organizational approach. These competencies are related to specific interventions carried out with adults, but also with various bodies inside and outside the world of education.

With the individual, the RRCSS ensures, for example, that most of the information essential for proper functioning throughout their studies is provided to adults. This information is related in particular to teaching methods, to the calendar of the institution, to the requirements of this calendar, to the solutions or main learning problems usually encountered, etc. In addition to this information on the educational environment, the RRCSS also seek to transmit to adults information on themselves as learners. This information is related to the level of knowledge attained in the various subjects, and to knowledge of their academic and occupational interests. The purpose of the transmission of this information on the educational environment, and on the persons themselves is to ensure an optimal degree of fit between the training plans pursued by the adults and the contingencies of the institutional environment.

The RRCSS are on the look-out for all kinds of information¹ from the educational institution that could help adults in the progress of their studies. Moreover, without violating respect for confidentiality,² they provide various types of information regarding the characteristics of all adults. In this way, they provide the educational institution with indicators that will make it possible to better match the adults with the reality of the world of training.

The RRCSS have more or less the same double role with the Ministère de l'Éducation, du Loisir et du Sport as with the educational institution. First of all, they look for all possible information with the Ministère de l'Éducation, du Loisir et du Sport that could be useful to the adults. Second, they transmit to the Ministère de l'Éducation, du Loisir et du Sport information³ that is essential to the management of the Québec network as a whole, as well as for the development and the periodic review of appropriate educational policies.

The RRCSS request all necessary information from partners in order to better refer adults according to individual cases, and especially, to help them benefit more from the services provided by any of these partners. Likewise, they provide more information to their partners on the specific characteristics of adult learning. For example, they regularly reaffirm the importance of taking into account the multidimensional nature of the adult.

¹ (Basic school regulations, entrance requirements for a particular level of course)

² (Basic rule of ethics)

³ (Bon-confidential, it goes without saying)

The RRCSS collect information from specific labour market partners in order to be more familiar with the requirements of employers. They transmit this information to adults so that they are better able to choose the most appropriate educational activities, have a clearer understanding of a possible fit with the labour market, and thus become more motivated to become involved in educational activities.

With community partners, the RRCSS also play a very active role. First of all, they gather more information on the competencies required by adults to better adapt to the various activities run by these community organizations. Second, they provide all possible information to adults so that they will be able to choose the most relevant educational activities and become involved in the community organizations that best correspond to their values.

The RRCSS thus have various roles in lifelong learning intelligence that require as many specific organizational competencies. In order to fulfill these roles, the RRCSS need to require various individual (core and secondary) competencies of their staff. Moreover, while being indispensable, the congruence organizational approach has certain limitations.

We will now take a closer look at the other organizational approaches with their different perspectives. They could complement the congruence approach, and apply aspects of the other organizational competencies that could be just as necessary to providing primary services.



Chapter 2



The inter-influence organizational approach

What does a inter-influence organizational approach mean when applied to RRCSS? How should the RRCSS behave with respect to adults, but also with respect to the educational institution, the Ministère de l'Éducation, du Loisir et du Sport, and the partners, including those in the working world and community organizations? What should be the basis for this inter-influence organizational approach?

Characteristics

The inter-influence organizational approach to the RRCSS perceives continuing education and training as being essentially a reciprocal process between adults and their environment. Even though these two realities are recognized as having their own specific properties, they are understood principally in terms of their tendency to generate mutual impacts. This is why, for example, this approach emphasizes reciprocal effects, implicit or obvious, as being factors that are necessarily present in the relationships between the self and the environment in continuing education and training. These reciprocal effects reveal the many interactions that are sustained by the diversity and heterogeneity of both personal and environmental characteristics.

According to this organizational approach, the more adults are able to perceive these reciprocal effects,¹ the more they are able to improve their reading of the educational or social world. Especially, the more capable they are of progressing in their educational activities both in terms of themselves and of the knowledge economy. In this approach, continuing education and training thus give priority to particular learning activities that make possible to better identify the inter-influences between adults and their institutional environment, and to adopt behaviours that facilitate a more appropriate interaction with this environment. This learning should in particular help adults to better:

- recognize their reactions when they are faced with various pedagogical methods that call primarily upon their strengths or are directly related to their weaknesses;
- identify the counter-reactions they cause in their peers or teachers;
- become aware of the role of their initiative in the conduct of academic activities (their proactive reactions, their efforts to obtain help, their method of establishing a work plan and following it);
- recognize their own styles of interrelating with people (peers, teachers, practitioners);
- perceive that every human contact (peer, teacher, practitioner) has his or her own way of initiating a relationship;
- become aware of their individual power over a group (in the classroom);

¹ (The impacts of the environment on them, the effects that they have on the environment)

- perceive their power (individual or as members of a group) over the institutional environment;
- transfer their competencies in educational institution citizenship to other social settings (work, community, recreational).

This inter-influence organizational approach thus emphasizes an important dimension of the individual and collective resources. This dimension is related to the problem of the mutual effects of the realities involved. The specific characteristics of these dimensions¹ intermingle in certain more or less explicit ways. For example, the educational environment influences the expression of the needs and desires of adults as well as their attitudes. The reciprocal effect is just as real. How they approach their peers is often an indicator of adults' personality types, including their styles of communicating with others. In particular this way of interacting with peers colours the interpersonal atmosphere in the educational environment.

The inter-influence organizational approach also emphasizes this key aspect. Continuing education and training must make the enhancement of learning educational institution citizenship, that is, "the active and informed participation of adults in improving the well-being of their community"² a priority goal. This concept of community also includes various other social settings in which the adults are involved. The function of lifelong learning intelligence proposed for the RRCSS thus refers to any action intended to avoid the pitfalls related to learning institutional citizenship, whether in an education or other setting. This function requires that the RRCSS practice proactivity by taking advantage of all opportunities that arise in various settings for the promotion and implementation of the learning of institutional citizenship in the many settings where adults are involved. This function of lifelong learning intelligence specific to the inter-influence organizational approach is another way of helping with the expression of demand in continuing education and training. In fact, as proposed by this concept,³ it is important that needs in institutional citizenship education (educational or other institutions) can be heard, clarified, supported or validated so that is eventually possible to meet them with all the necessary flexibility.

Theory Capsule

This capsule is a brief presentation of the philosophical and psychological foundations of the inter-influence organizational approach.⁴

In philosophical terms, this inter-influence organizational approach is based on Aristotle's concept of efficient cause (which produces an effect). In very vernacular terms, this concept of

¹ (Characteristics of the adults, those of the school environment)

² [Translation] (CSE, 2003, p. 61)

³ This is the concept explained in the introduction, namely Bélanger and Voyer's (2004) helping with the expression of demand.

⁴ This theory capsule repeats partially revised excerpts from Riverin-Simard, D. and Simard, Y. (2004) on the interactive strategy of career counselling, which itself belongs to the inter-influence organizational approach.

cause corresponds to the "agent of a movement or a change."¹ "The principles of change (...) are agents and causes as origins of movement."² In addition, in the inter-influence approach, this concept is applied to both the self and environment poles. Thus, each pole is not only its own agent of movement and change, but it can also act as an agent of movement and change for the other pole. This interpretation relates back to the question, well known in research, regarding the antecedent relationships and consequences between phenomena. The inter-influence approach thus postulates that phenomena, while possessing certain intrinsic qualities (congruence approach), also have the faculty to be affected in their functioning if they come into interrelation with each other (inter-influence approach). But, as we will see below, "it seems obvious that effectiveness alone [Aristotle's efficient cause], that is, the highlighting of an origin previous to the movement that is its origin (...) is not sufficient to explain the movement satisfactorily."³ Hence the need for the complementary contribution of other causes (and other approaches) in the explanation of phenomena (including continuing education and training, and adult career counselling).

There are thus major differences between the inter-influence and congruence approaches. But there are also certain similarities. They are related to the concepts of time and change. In both approaches, temporal variables are considered secondary and are seen as relatively autonomous. They are thus seen as having little relationship to the phenomena involved. As in Newtonian physics, for example, time is seen as a variable that is relatively independent of matter. As for the concept of change, it is also classified as a variable external to phenomena. Time is thus seen as an element that makes it possible to identify states at various moments in a process of change. In the philosophical perspective of inter-influence, change is therefore described as a series of relatively static states; it thus becomes possible to evaluate this change (using arbitrary or absolute chronological units) by measuring the dissimilarity between a previous situation and another consequent situation. Beyond these similarities between the congruence and inter-influence approaches, there are also certain significant differences. In the former, change originates in a programmed series of events inherent to the intrinsic properties of the entities. In latter, change results instead from a series of mutual interactions between the independent realities of self and environment. In the inter-influence approach, for example, sociovocational change is described as a process of reciprocal actions between the individual and the environment.

This Aristotelian concept of efficient cause has had a great influence in a wide range of fields in contemporary science.⁴ In classical physics, for example, the Newtonian principles are connected to this inter-influence philosophical vision.⁵ Particles are seen as separate elements, but it is less their inherent properties that are interpreted as being responsible for the generation of new phenomena than their reciprocal actions and reactions.

¹ [Translation] (Bastit, 2002, p. 219)

² [Translation] (Bastit, 2002, p. 220)

³ [Translation] (Bastit, 2002, p. 335)

⁴ (Gauthier, 1997; Capra, 1986)

⁵ (Altman and Rogoff, 1987)

In contemporary psychology, we can also see extensive use of the philosophical perspective of inter-influence. This is found especially in the definition of the antecedents of certain behaviours or psychological processes.¹ The psychological phenomena and the contextual variables are thus seen as entities interacting with each other. We could mention, for example, the taxonomies that take into account the reciprocal effect of persons and their contexts. These can be found, for example, in the studies of Frederiksen and Westphalen² and of Pervin and Lewis.³ The inter-influence approach is also linked to the following schools of thought: Pepper's⁴ "mechanistic conception," Dewey and Bentley's⁵ "interactional perspective," and Lyddon's concept of "efficient constructivism."⁶

Studies based on the inter-influence organizational approach analyze mostly the reciprocal effects of certain elements (environmental or situational characteristics) on other elements (psychological, behavioural processes).

Under the inter-influence organizational approach, the RRCSS focus on the person-environment interrelational aspects. This approach thus emphasizes increased awareness by adults of the inter-influences that characterize relationships between an individual and an environment (personal, professional, community, social). These person-environment inter-influences form the basis for the process of continuing education and training. This approach is recognized, among the RRCSS, through the singular interventions used with respect to adults themselves and through the specific behaviours adopted with respect to the educational institution, the Ministère de l'Éducation, du Loisir et du Sport and the partners, including the labour market and community environments.

Organizational competencies (various examples)

Interventions with the individual

How should the RRCSS, once they have opted for a inter-influence organizational approach, work with the individual?

They give priority to informing adults about their rights and their prior achievements. But this information is mostly concerned with the role as actors they have to play with respect to their own individual situations, their immediate colleagues, their teachers and the educational institution. This awareness of reciprocal effects between the self and the educational environment is

¹ (Altman and Rogoff, 1987)

² (1998)

³ (1978)

⁴ (1942)

⁵ (1949)

⁶ (1995)

crucial for adults. "Bearing in mind that the individuals being taught will have a more or less elaborate contribution to make in any developed pedagogical process and that they will find it more or less easy to contribute depending on their confidence in their abilities and on their personality."¹

The RRCSS play an important role in helping adults recognize more the major role of their initiative in the proper functioning of academic activities. Under the inter-influence organizational approach, this role concerns in particular their proactive reactions, the steps they take to obtain help, how they establish and follow a work plan.² "This necessary investment in training... cannot take place concretely without the willing participation of the adults and, therefore, without encouragement and support for the always difficult expression of their demand."³

Under the inter-influence organizational approach, the RRCSS work forcefully to make adults aware of the democratic values generated by participation in continuing education and training. "Adult learning... can affect every facet of one's life. It raises issues ranging from individual welfare and betterment to citizenship and democracy."⁴ The RRCSS thus emphasize the positive effects of general education. Because "those delivering basic skills must convey to the sceptical adults how those skills can open them doors to the world."⁵

Thus, beginning with reception, the RRCSS, under the inter-influence organizational approach, have an important role to play in enhancing the learning of institutional citizenship. In fact, "the time of reception requires very particular attention since it is during first contacts that adult students compare their fears with reality."⁶ This in particular is why "for adults to continue or to resume learning, they must have ample access to adequate guidance, counselling and support services."⁷ Similarly, "the actions of listening to and clarifying needs, psychological and pedagogical support... help adults cope with and move beyond their apprehensions."⁸

The RRCSS work, using various methods, to give power back to adults. Under the inter-influence organizational approach, they aim to help learners experience positive inter-influences with the educational environment.⁹ In this regard, it should be recalled, the time of reception is capital. For example, "certain actions of reception and support for individuals... make it possible to calm fears and to highlight the benefits of education."¹⁰ Furthermore, "without interventions of reception, referral and support, and without actions of raising awareness, many adults... would not be able to make decisions for lack of support during this difficult individual decision-making

¹ (OECD, 2003, p. 174-175)

² This is a reciprocal action that is both simple and very important. On the one hand, the RRCSS help adults. On the other hand, adults help the RRCSS help them.

³ [Translation] (Bélanger and Voyer, 2004, p. 94)

⁴ (OECD, 2003, p. 32)

⁵ (OECD, 2003, p. 121)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 70)

⁷ (OECD, 2003, p. 208)

⁸ [Translation] (Bélanger and Voyer, 2004, p. 63)

⁹ In the congruence organizational approach, the priority given to reception is to ensure a better fit between adults and their environment. The question of inter-influences between the self and the environment is set aside.

¹⁰ [Translation] (Bélanger and Voyer, 2004, p. 85)

process."¹ The phase of reception is "crucial, in more than one way."² For example, "the quality of reception... can encourage the expression and clarification of demand."³ It should be emphasized here that the operation of reception is conceived of with emphasis on the need for reciprocity.⁴

Similarly, the RRCSS make adults more aware of the impact of continuing education and training on their own personal or professional lives. Because, at first, arguments only concerned with economic advantages are not enough. These "are insufficient incentive..." [it is a] frequently established fact that the economic argument does not always win everybody over."⁵ According to the OECD, "individuals will not be attracted to just any form of learning merely because it is free. Nor is it enough to justify learning in terms of the economic advantages it will confer when successfully concluded."⁶ In fact, there is only one group of individuals who are really sensitive to these arguments. "...it is only those individuals who are convinced of the value of learning who are receptive to a cost-benefit analysis in the broad sense."⁷

The RRCSS exercise a certain leadership with adults. In keeping with the inter-influence organizational approach, they are well aware that "those in need of training do not know... or deny it,"⁸ or "refuse to acknowledge that need...."⁹ Paradoxically, "the persons who especially benefit from adult learning are those who have higher educational attainment levels."¹⁰ Moreover, the RRCSS know that listening is sometimes the simplest and most effective way to assist in the pursuit of continuing education and training. Because "according to the adults [themselves], it is the staff listening... the words of encouragement that reinforce their decision to study."¹¹ The RRCSS emphasize the actions that have positive effects. But, in order to avoid harmful effects as much as possible, they are especially careful to identify the negative influences of the environment on the educational situation of the adults, in particular the problem of dropping out. "In spite of efforts... never to let down a person in difficulty, the mechanisms for identification and support do not always seem to be up to scratch... staff... are very concerned about dropping out... A real open wound in our institution according to one counsellor."¹²

The RRCSS thus seek to empower learners so that they can participate in their training as responsible institutional citizens. Under the inter-influence organizational approach, they are assured of the following: "whatever the training followed, its first objective must be to give the

¹ [Translation] (Bélanger and Voyer, 2004, p. 85)

² [Translation] (Bélanger and Voyer, 2004, p. 48)

³ [Translation] (Bélanger and Voyer, 2004, p. 48)

⁴ In the congruence organizational approach, reception is an essentially informational operation. It does not emphasize an intervention marked by reciprocity.

⁵ (OECD, 2003, p. 162)

⁶ (OECD, 2003, p. 162)

⁷ (OECD, 2003, p. 162)

⁸ (OECD, 2003, p. 106)

⁹ (OECD, 2003, p. 107)

¹⁰ (OECD, 2003, p. 8)

¹¹ [Translation] (Bélanger and Voyer, 2004, p. 58)

¹² [Translation] (Bélanger and Voyer, 2004, p. 61)

individual greater autonomy in achieving the goals defined.¹ Especially, according to this approach, training is more than "one that simply imparts knowledge in the traditional way."² In fact, the training to be preferred is one "that equips the individual for subsequent autonomous learning."³ Furthermore, there are already activities, both simple and subtle, that give power back to the adults. We could mention, for example, using different ways of presenting outcomes obtained in academic tests. In some places, an attempt was made to "modify the interpretation that the adults make of academic tests. In order to do this, the RRCSS emphasize the merits of the supplementary classes to be taken and make adults aware of their benefits while referring to the experience in other terms."⁴ For example, "one refrains from saying adults have to redo their Secondary IV math and instead suggest the adults to do a review, academic upgrading or partial repetition of a unit."⁵

Under the inter-influence organizational approach, the RRCSS thus emphasizes the need to find other methods of giving adults back their power to act as citizens of an educational institution. There is a need to "establish representative structures for adult students... in order to stimulate the expression of needs felt in the course of training and to ensure more systematic listening."⁶ There could be more places that propose "relevant communication forums, and committees on participation in student life in order to nurture their identity as students, as exists in CEGEP and in university, for example."⁷

Commitments to the educational institution

How should the RRCSS, under the inter-influence organizational approach, work with the home educational institution?

They ensure that the educational institution accords greater importance to the learning of institutional citizenship and thus give adults more power in continuing education and training. While observing the requirements of the Basic School Regulation and the institution's operating rules, RRCSS ask the educational institution to be more attentive to the experiences of adults. They also propose to the institution several changes to emphasize the strengths of the adults and eliminate the main obstacles they encounter. For the RRCSS under this approach, it is necessary to organize "training in such a way as to minimise obstacles that might cause the learner to give up... If impediments are to be limited, it is also necessary to consider the way in which the course itself is structured."⁸ Because, once the stage of reception has been completed, "there are all the difficulties that arise in the course of learning: the need for support in dealing with academic problems, the need for exchange when individualized learning paths

¹ (OECD, 2003, p. 176)

² (OECD, 2003, p. 176)

³ (OECD, 2003, p. 176)

⁴ [Translation] (Bélanger and Voyer, 2004, p. 52)

⁵ [Translation] (Bélanger and Voyer, 2004, p. 52)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 92)

⁷ [Translation] (Bélanger and Voyer, 2004, p. 92)

⁸ (OECD, 2003, p. 181)

are used, which tend to isolate learners, the need for useful support for work-study reconciliation and emergency financial assistance service.¹ Thus the RRCSS work with educational institutions to make them more aware of the impact of the quality of the educational environment on the adults.

For the RRCSS, once they have opted for the inter-influence organizational approach, "all the components of the system... should be included in a comprehensive approach that produces an environment conducive to learning."² Indeed, "pedagogical methods should be focused on the learner, informed about their personality, expectations and motives, whether professional or personal, and availability."³ In keeping with this approach, the RRCSS work with the educational institution to seek to constantly increase adults' motivation and thus enhance participation in continuing education and training. They emphasize the need for "measures and approaches directed towards making learning more attractive to adults."⁴

The RRCSS are very attentive to any motivation of adults, with the aim to help them learn to interact better. Under the inter-influence organizational approach, they help the adults perceive how to influence the environment and recognize the influences that the environment has on them. They regularly remind the educational institution of the following message: "interactivity between the learners and the system (through teachers or counsellors) should be encouraged in order to adjust the learning activities to all components of the system."⁵

Under the inter-influence organizational approach, the RRCSS work to highlight the adults' power to act within the restrictive or facilitating realities of any institutional environment (educational or other). For example, in addition to accessibility for everyone, it is necessary to ensure that the general orientation "expresses a concept of training according to which it is a voluntary act, chosen by adults capable of analyzing their situations and determining themselves the orientation of their projects."⁶ To this end, the RRCSS remind the educational institution that it is necessary to "respond with flexibility to adults when they make their initial requests and other subsequent requests in order to support their projects throughout their training."⁷ But it is still necessary to know what kind of flexibility is required. Faced with this demand, the RRCSS work to reformulate its unique nature and its novelty. The purpose of this reformulation will be to create, as quickly as possible, a new continuing education and training activity that makes it possible to encourage, support and stimulate this very demand.⁸ For the inter-influence organizational approach, it should be recalled, learning institutional citizenship,

¹ [Translation] (Bélanger and Voyer, 2004, p. 66)

² (OECD, 2003, p. 161)

³ (OECD, 2003, p. 161)

⁴ (OECD, 2003, p. 10)

⁵ (OECD, 2003, p. 161)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 88)

⁷ [Translation] (Bélanger and Voyer, 2004, p.88)

⁸ To deal with this demand, the RRCSS, under the congruence organizational approach (chapter I), offer individuals an existing educational activity that is closest to the desire formulated by the adult. Under this approach, it should be recalled, the priority is matching the adult and the educational environment. In the inter-influence organizational approach, on the contrary, the RRCSS seek to influence or modify the setting to meet the demand.

and the acquisition of greater power to act take precedence over efforts made to find compatible activities. Here demand is clearly favoured over offer.

Functions with the Ministère de l'Éducation, du Loisir et du Sport

How should the RRCSS, once they have opted for a inter-influence organizational approach, work with the Ministère de l'Éducation, du Loisir et du Sport?

They ask the Ministère de l'Éducation, du Loisir et du Sport to establish educational policies aimed at, as forcefully as possible, the learning of institutional citizenship, educational or other. They also insist that ministerial policies put more emphasis on the acquisition of skills that make it possible for adults to truly assume their power with respect to their personal education history. These adults will then be able to transfer these acquired skills to other settings: professional, organizational, family and community.

Under the inter-influence organizational approach, the RRCSS report to the Ministère de l'Éducation, du Loisir et du Sport on the impact of government policies on the experiences of these adults within the educational environment. They also apply more pressure on the Ministère to ensure that there are more analyses on the factors that influence registration and involvement in a process of continuing education and training. For example, they remind the Ministère of the need to "pursue research efforts in order to better understand the expression of demand by adults in general education in order to perceive more precisely adults' individual decision-making processes."¹ This research would also make it possible to "better identify the relationships that exist between the phases of individual educational careers, the objective constraints to the expression of the training demand, the subjective interpretation of their experience and the main objects to negotiation between actors."² The RRCSS also remind the Ministère de l'Éducation, du Loisir et du Sport that various ministerial policies of a practical nature can be excellent initiatives in continuing education and training. To this effect, "a range of good practices are described... the most relevant of these concern the right to study leave, the scheduling of learning activities, and financing schemes such as individual learning accounts."³

Working with partners

How should the RRCSS, once they have opted for a inter-influence organizational approach, work with partners?

They place even greater importance on coordination with the partners. Because "all countries have a broad variety of partners involved in adult learning, including ministries of education, ministries of labour, regional governments, local-level governments, educational institutions,

¹ [Translation] (Bélanger and Voyer, 2004, p. 93)

² [Translation] (Bélanger and Voyer, 2004, p. 93)

³ (OECD, 2003, p. 105)

special adult learning institutions and the social partners."¹ Under the inter-influence organizational approach, the RRCSS remind their partners that "what counts is co-ordination across the board to attain policy coherence."² While recognizing that there is not, however, any one solution to attaining a certain level of cooperation between partners, they give priority to initiating joint action. In fact, "in terms of policy coherence, the approach implies joint efforts of different government departments and agencies to forge mutually reinforcing policy action."³ The RRCSS also seek coordination between the partners on the basis of each other's operating methods. "With regards to co-ordination, it refers to institutional and management mechanisms by which policy coherence is exerted among the different entities involved."⁴

The RRCSS seek to exercise their leadership.⁵ Under the inter-influence organizational approach, they initiate many processes so that the partners adopt stronger concerns with respect to learning citizenship within their respective institutional settings. First of all they explain to the partners the real objectives of learning citizenship, that is, how to become an actor in various institutional settings, educational or other, of the society. They try to convince the partners to adopt more objectives for learning institutional citizenship within their own organizations. They try to perceive, within the continuing education and training offered by the partners, gaps in the area of this learning. They consider these gaps to be new demands in the area of continuing education and training. They therefore design educational activities. They propose them to their partners in order to fill the gaps observed.

Under the inter-influence organizational approach, the RRCSS play an even more decisive role in order to avoid the competition that is the main obstacle to joint action among the various partners. Because "there are institutional barriers... a complex variety of institutions – firms, trade associations, the public education system and private institutions – that provide learning."⁶ Moreover, the RRCSS propose a greater number of joint actions⁷ in the area of recruitment of adults who have a great need for continuing education and training. They recognize the need for a "targeted approach, aimed at calling upon the main partner... to give the 'weakest' individuals [...those poorly qualified who are likely to be disadvantaged (risk of unemployment and/or lack of career prospects)] the best possible incentive to embark upon a course."⁸ They also specify to their partners the various psychoeducational procedures to encourage adults to exercise their power more in other educational settings.

¹ (OECD, 2003, p. 87)

² (OECD, 2003, p. 87)

³ (OECD, 2003, p. 86-87)

⁴ (OECD, 2003, p. 87)

⁵ Under the congruence organizational approach (chapter I), the RRCSS maintain links with partners for the almost exclusive purpose of gathering and transmitting information. They do not exercise, like the RRCSS under the inter-influence organizational approach, a leadership role with partners by suggesting changes aimed at strengthening the culture of lifelong learning.

⁶ (OECD, 2003, p. 10)

⁷ These joint actions are based here on the lever of reciprocity. This is characteristic of the inter-influence organizational approach. This is, according to the congruence organizational approach, a single effort to collect additional information to find a better match between the adult and a culture of lifelong learning.

⁸ (OECD, 2003, p. 168)

Working with labour market partners

How should the RRCSS, under the inter-influence organizational approach, work with labour market partners?

They make businesses more aware of the need to include institutional citizenship learning objectives in their continuing education and training activities. These objectives mean, on the one hand, that the adults would become more critical with respect to operating methods of the enterprise. These adults will be able to apply their creativity and their dynamism even more intensely, since they will be more inclined to take initiative. According to the RRCSS, under this approach, enterprises are more likely to be interested in these objectives. In fact, their executives know how much this initiative and this creativity are indispensable for the survival and growth of their organizations given the current demands of the knowledge economy.¹

The RRCSS aim to help enterprises make adult learning more accessible to everyone. In keeping with the inter-influence organizational approach, they are assured that it is necessary to "continue and intensify cooperative activities in the environment, with... the enterprises, with a view to structuring educational projects that are useful to a greater variety of training demands."² The RRCSS seek to cooperate at a more intensive level with enterprises in order to improve not only access to continuing education and training but also its relevance and its quality. "On a still more localised scale, enterprises must be involved in this adult learning policy and review a certain number of points, such as the organisation of working time and the numbers of working hours set aside for the training of its staff."³

Under the inter-influence organizational approach, the RRCSS are present in enterprises in order to target the population of workers, but also that of the potential or anticipated unemployed. In fact, "as learning is largely related to employment, measures to stimulate employment-related training, in enterprises, for workers and for the unemployed are important."⁴ Similarly the RRCSS, under this organizational approach, exercise leadership with enterprises in order to better make them aware of the positive aspects of continuing education and training in the knowledge economy. "In the economic domain there are possible benefits of increased employability, greater productivity and improve-quality employment."⁵ Furthermore, there is a compelling argument that "adult learning may help improve workers' skills and productivity, especially useful in periods of rapid technological change."⁶

The RRCSS make the working world more aware of the repercussions, sometimes disastrous, of certain of their behaviours on the performance of their collaborators (employees). For example, "When managers or supervisors conduct employee performance reviews in a negative

¹ (Rifkin, 2000)

² [Translation] (Bélanger and Voyer, 2004, p. 91)

³ (OECD, 2003, p. 167)

⁴ (OECD, 2003, p. 11)

⁵ (OECD, 2003, p. 26)

⁶ (OECD, 2003, p. 29)

or insensitive manner, the likely outcome is an employee who now feels inherently bad about his or her performance.¹ In addition, the RRCSS remind employers that "this common tendency in corporate America to focus on personal deficits is not only detrimental to employee well-being but also detrimental to society as a whole, and to business in particular."²

Under the inter-influence organizational approach, the RRCSS propose, for work settings, joint action plans, which will prove very necessary to manage promising cooperative projects properly. These plans should be based on previous analysis. For example, "in the context of company training provision, more advanced analyses of working methods and the strategies and goals of the players might involve contributions from the fields of ergonomics and the sociology of organisations."³ Similarly, "if the practical realities in the field are taken into account and more scientific approaches are adopted, it should be possible to appreciate all the variables relevant to the planning of training programmes and identify those most closely suited to the needs and expectations of each individual."⁴

The RRCSS exercise their leadership with organizations but with a certain level of respect, since "*Learning enterprises*" in the knowledge-based sectors are able to define their own training programmes.⁵ However, to exercise their leadership more, they seek to "collaborate more with the labour force sector committees, the business associations and the unions."⁶

Working with community partners

How should the RRCSS, once they have opted for a inter-influence organizational approach, work with community partners?

They invite these community organizations to put more emphasis on the objectives of enhancing the exercise of power by adults. Moreover these objectives correspond implicitly to part of the mission of these very community organizations. Informed citizens who are aware of their role as social actors are obviously citizens who feel a responsible towards the community. Furthermore, the RRCSS work to point out to the adults themselves the repercussions that their involvement in various community organizations is likely to have for them in terms of learning institutional citizenship, educational or other.

The RRCSS work intensely with community organizations. Under the inter-influence organizational approach, they want to reach adults and persuade them to become more involved in a culture of lifelong learning. "Outreach policies to reach adults who otherwise might not consider learning" are required.⁷ More proactive action in this direction would increase

¹ (Rossiter, 2002, p. 274)

² (Rossiter, 2002, p. 274)

³ (OECD, 2003, p. 169)

⁴ (OECD, 2003, p. 169)

⁵ (OECD, 2003, p. 57)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 82)

⁷ (OECD, 2003, p. 11)

participation in continuing education and training. "More effective work in the field may be necessary, including a more active effort to reach out to adults in... associations, churches, trade unions and in other public or community-based institutions."¹ The RRCSS remind community-based organizations of the need to provide adults with, "more personal contact in sifting through alternatives and potential learning pathways."² Similarly, they regularly reaffirm that, from a social point of view, continuing education and training produce benefits for society and community organizations. "There are as well the political benefits of improved civic participation and a strengthening of the foundations of democracy."³

In accordance with the inter-influence organizational approach, the RRCSS exercise their leadership with community organizations in order to make them aware of the need to intensify their activities in continuing education and training, particularly in general education. They remind these organizations that "learning for private, social and/or recreational purposes or for reasons not directly related to work is an important facet of lifelong learning."⁴ General education also makes it possible for "people to develop their social skills, to become functional in the various spheres of their lives and to thus contribute to their community."⁵ General education therefore refers to the importance of "non-vocational aspects, including learning related to citizenship,⁶ democracy and general well-being."⁷

Similarly, the RRCSS provide community organizations with many illustrations of the essential usefulness of continuing education and training in personal and social daily life. These illustrations provide suggestions that will help adults enhance their power to act and better play their role as citizen. For example, "consider the case of people who want to master computers in order to surf the Internet, workers who would like to know a few basic concepts of biology to improve their gardening skills."⁸ In addition, "what about people who are concerned about their diets who would benefit from a small class in physical sciences in order to better understand current events, in particular on the subject of genetically modified organisms (GMOs)"⁹? Similarly, the retired adults could manifest "their desire to take part in activities that are characterized by educational processes and citizenship actions."¹⁰

Under the inter-influence organizational approach, the RRCSS work to heighten recognition of the positive elements of the continuing education and training offered in community organizations. These elements are most often related to enhanced learning of civic¹¹ and institutional

¹ (OECD, 2003, p. 211)

² (OECD, 2003, p. 211)

³ (OECD, 2003, p. 27)

⁴ (OECD, 2003, p. 25)

⁵ [Translation] (Bélanger and Voyer, 2004, p. 83)

⁶ Citizenship here is taken to mean "entitlement to social goods created by the state and institutions, for the benefit of all. These include education, learning and health care" (OECD, 2003, p. 25).

⁷ (OECD, 2003, p. 25)

⁸ [Translation] (Bélanger and Voyer, 2004, p. 82)

⁹ [Translation] (Bélanger and Voyer, 2004, p. 82)

¹⁰ [Translation] (Bélanger and Voyer, 2004, p. 83)

¹¹ This learning concerns all of society.

citizenship.¹ Already "In Canada... basic adult education is largely provided in community-based organizations, even though curricula and syllabuses are being developed within formal educational institutions."² "The advantages of these programmes are that they exist in the communities where their students live, and the instructors can come to know their students. They are not 'school-like' and may be more welcoming to individuals who lack a history of success in school."³

The RRCSS thus point out, in even more forceful ways, the beneficial effects of this reciprocity with the community organizations. Under the inter-influence organizational approach, they emphasize that, on the one hand, these organizations provide adults with "different types of social and moral support and sometimes help with other services (housing or health, for example), in addition to literary instruction. Community-based programmes are also committed to holistic approaches, including citizenship and community education."⁴ And vice versa, community services help the RRCSS provide innovative and relevant educational activities for their adult clienteles. In fact, rapprochement with the community makes it possible to "establish educational projects with organizations in the community."⁵

The RRCSS work with community organizations in order to better identify the expression of demand and especially to facilitate the establishment of even richer inter-influence adults and the institutional environment. Because, this expression of adults' demand is possible thanks to the openness of the RRCSS to their environment, "to their active presence in their community and to the capacity of their staff to interact with the population inside and outside with all the required flexibility."⁶ Thanks to their presence in these community organizations, the RRCSS intensify the recruitment of adults in a more intense participation in continuing education and training. In particular, they become involved in the community organizations. And this social involvement encourages adults to become more involved in continuing education and training. In addition, "having close links with the community seems to stimulate the staff positively."⁷ For example, "when a lot of activities are organized the community, the staff talks more enthusiastically about their work. Their desire to take initiative, be creative and innovate is also more evidence."⁸

Under the inter-influence organizational approach, the RRCSS thus intensify their cooperative efforts with community organizations. In addition, they implement various other strategies to deal with the expression of demand. These strategies are related to "activities, mainly prior to training, thanks to cooperation agreements outside organizations dedicated to social development and local economy."⁹ In fact, while such objectives of enhancing the exercise of

¹ This learning refers to the home community organization.

² (OECD, 2003; p. 61)

³ (OECD, 2003, p. 61)

⁴ (OECD, 2003, p. 61)

⁵ [Translation] (Bélanger and Voyer, 2004, p. 75)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 8)

⁷ [Translation] (Bélanger and Voyer, 2004, p. 76)

⁸ [Translation] (Bélanger and Voyer, 2004, p. 76)

⁹ [Translation] (Bélanger and Voyer, 2004, p. 75)

power by adults are promoted in even more substantial ways by the RRCSS, it is possible that the community organizations will propose more course plans, or specific educational activities, that will be necessary to achieve them. The RRCSS will play an even greater role with respect to the expression of demand in the area of continuing education and training with these same community organizations. This role requires them to "invest in activities, to plan personalized reception structures to receive requests from individuals, groups and institutions, and to provide a variety of training support services."¹

Questionnaire guide

A list of organizational competencies is proposed here. It is drawn from the discussion above. A (organizational competency to be improved) or D (organizational competency to be developed) should be entered, where applicable, under each of the statements. If these statements are not applicable, write nothing.

1. The RRCSS prepare adults to interact optimally with the educational environment.
A D
2. The RRCSS emphasizes helping adults perceive the positive and negative influences their environment has on them. This environment is related to, for example, the education system, the behaviour of teachers, pedagogy and content learning content, the healthy or unhealthy competition with colleagues.
A D
3. The RRCSS give priority to informing adults about their rights and their prior learning so that they can play their role as social actors, including in their educational environment.
A D
4. The RRCSS specify the role as actors that is expected from adults with respect to their own individual situations, but also with teachers, immediate colleagues and the educational institution.
A D
5. The RRCSS help, in various ways, to give power back to adults so that they experience positive inter-influences with the educational environment.
A D

¹ (Translation] (Bélanger and Voyer, 2004, p. 8)

6. The RRCSS help adults recognize the major role of their initiative in the proper functioning of academic activities. This initiative is recognized in particular in their proactive reactions, the steps they take to obtain help, how they establish and follow a work plan.
A D
7. Similarly, the RRCSS make adults more aware of the impact of continuing education and training on their own personal or professional lives.
A D
8. The RRCSS emphasize the specific positive effects of general education.
A D
9. The RRCSS make adults aware of the democratic and citizenship values generated by participation in continuing education and training.
A D
10. The RRCSS work with the various bodies in the educational institution to ensure that the environment is really stimulating.
A D
11. The RRCSS propose changes to the educational institution in order to reduce the difficulties experienced by adults.
A D
12. The RRCSS are very attentive to any motivation of adults that is aimed at teaching how to influence the environment and recognize what influences the environment has on them.
A D
13. The RRCSS send many reports to Ministère de l'Éducation, du Loisir et du Sport so that the Ministère will last establish educational policies aimed at helping adults achieve learning of educational institution citizenship, or recognize more their power to think and act within the training structures.
A D
14. The RRCSS apply pressure on the Ministère de l'Éducation, du Loisir et du Sport to ensure that there are more analyses on the factors that influence the decision-making process that leads to continuing education and training.
A D
15. The RRCSS report to the Ministère de l'Éducation, du Loisir et du Sport on the impact of ministerial policies on the personal education histories of these adults.
A D

16. The RRCSS insist that educational policies be specifically based on the following postulate: the more the adults assume their power within their training path; the more they are able to transfer these acquired skills to other settings;¹ and the more progress they make in learning institutional citizenship.²
A D
17. The RRCSS place great importance on coordination with the partners to better harmonize efforts in continuing education and training related to learning citizenship institutional, educational or other.
A D
18. The RRCSS propose to the partners a greater number of joint actions in the area of recruitment of adults who have a great need for continuing education and training.
A D
19. The RRCSS make adults aware of influences, of various types, that work environments can have on their quality of mental and physical life.
A D
20. The RRCSS make the working world more aware of the repercussions, sometimes disastrous, of certain of their behaviours on the performance of their collaborators (employees).
A D
21. The RRCSS are present in enterprises in order to target the population of workers, but also that of the potential or anticipated unemployed.
A D
22. The RRCSS work to ensure that enterprises cooperate more intensely with them to improve access to continuing education and training, as well as the relevance and quality of this training.
A D
23. The RRCSS exercise a certain leadership with enterprises in order to make them more aware of the impact of continuing education and training in terms of improved competitiveness in the knowledge economy.
A D

¹ (Professional, organizational, family and community)

² (Educational or other)

24. The RRCSS work to increase awareness among community organizations of the need to pursue the objectives of enhancing the exercise of power by adults.
A D

25. The RRCSS make adults aware of the impact that their involvement in various community organizations is likely to have for them in terms of learning institutional citizenship (educational, community, organizational or professional).
A D

26. The RRCSS exercise a certain leadership with community organizations in order to make them aware of the need to intensify their activities in continuing education and training, particularly in general education.
A D

27. The RRCSS work with cultural and community organizations in order to better identify the expression of demand.
A D

28. The RRCSS cooperate with community organizations to design innovative and relevant educational activities for their adult clienteles.
A D

If the frequency of responses is high,¹ either with respect to the organizational competencies to be improved (A) or to be developed (D), it should be concluded that the RRCSS should² adopt, solely or in complementarity, this inter-influence approach. It is particularly important to read carefully the following sections on the secondary and core competencies that the members of the RRCSS staff must themselves develop so that the organization, as a whole, can harmonize itself with the desired organizational competencies.

Secondary competencies required by the staff (various examples)³

In order to achieve the organizational competencies required by the inter-influence organizational approach, the RRCSS staff should possess certain competencies that we call individual secondary competencies. As mentioned above, these correspond to those required in

¹ We suggest the following calculation method: 1. add up the As and Ds; 2. calculate the % of this total, i.e., multiply the number obtained by 100, then divide by the total number of items. The percentage obtained should then be compared with the questionnaire guides in the other chapters.

² We suggest answering this questionnaire guide as a group. Otherwise each member of the staff can fill it in individually. Calculating the average of the percentages obtained can give an indication of the approach (approaches) to be favoured.

³ The text in the sections entitled "Secondary competencies required" is more or less similar in chapters 1, 2, 3 and 4.

the knowledge economy in which the individual is "considered not only to be actor but also an author."¹ We call them secondary since they go beyond the core competencies, while being based on them. They refer in particular to experiential knowledge, which is called for more and more. They are more general in nature. They are valid for all the approaches. Nevertheless, they require a particular application that must be redefined according to the goals inherent in the congruence organizational approach, and they are chosen by the RRCSS. These required secondary individual competencies are related to: knowing how to act and react appropriately;² knowing how to combine resources and mobilize them in a context;³ knowing how to transpose;⁴ knowing how to learn and learn to learn;⁵ knowing how to commit oneself.⁶ In particular, these secondary individual competencies require the mastery of a whole series of individual core competencies. Because, "to be able to combine and mobilize these resources... it is necessary to first of all possess them."⁷

Core competencies required for the staff (various examples)⁸

Under the inter-influence organizational approach, the members of the RRCSS staff should possess in particular four basic competencies⁹ (A, B, C, D), which in turn include components related either to knowledge or know-how.

A. The members of the RRCSS staff should be able to educate adults to better identify inter-influences between the self and the environment.

In terms of knowledge to be mastered, this competency A includes in particular the following components. The RRCSS staff should know:

- ¹questions related to the dynamics of vocational behaviour;

¹ [Translation] (Le Boterf, 2004, p. 49)

² That is, "knowing what to do; knowing how to go beyond what is prescribed; knowing how to make urgent choices; knowing how to arbitrate, negotiate, decide, and knowing how to follow up with actions in accordance with goal" [translation] (Le Boterf, 2002, p. 112).

³ This knowledge is related to "knowing how to build competencies from resources, knowledge that takes advantage not only of its integrated resources (knowledge, know-how, qualities) but also resources in their environment" [translation] (Le Boterf, 2002, p. 112).

⁴ That is, "knowing how to memorize many situations and model solutions, knowing how to step back, operate on two tracks; knowing how to use their metaknowledge to design a model; knowing how to identify and interpret context indicators, knowing how to create the conditions for transposability using transferable patterns" [translation] (Le Boterf, 2002, p. 112).

⁵ This knowledge is related to "knowing how to draw lessons from experience, knowing how to transform their action into experience, knowing how to describe how one learns, knowing to function in a double learning loop" [translation] (Le Boterf, 2002, p. 112).

⁶ That is, "knowing how to commit one's subjectivity, knowing how to take risks, knowing how to undertake projects, professionals ethics" [translation] (Le Boterf, 2002, p. 112).

⁷ [Translation] (Le Boterf, 2004, p. 151).

⁸ (Heading to be completed locally)

⁹ Very close attention should be paid to this. Some critics claim that "one might wonder if internal professional competencies [of the AECs] are always made the most of in order to maximize the actions required for the expression of demand" [translation] (Bélanger and Voyer, 2004, p. 78).

- influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision making;
- the main factors related to the personal development of adults and the dynamics of their individual behavior;
- ²interaction between the individual and collective factors with respect to the realities of adults in the workplace;
- the question of recurrent occupational indecision among adults living in a constantly shifty socio-economic context;
- the relationship between individual functioning and social functioning;
- various sociological currents of thought in order to better perceive the impact of social realities on the individual;
- the interrelations between the realities of work (environment, conditions, work organization) and certain mental health problems in the workplace (stress, depression, burn-out, alcoholism, drug addiction; violence) in order to better understand the clientele struggling with these problems and to better refer them to existing resources;
- the problems related to intercultural dynamics that could influence intervention (discontinuity of frames of reference, integration into a majority community, voluntary expatriation, exile, the migratory process, strategies individual and collective identity strategies) ;
- physical and mental health problems during educational activities and in the workplace.

In terms of skills to be mastered, this competency **A** includes in particular the following components. The RRCSS staff should be able to help adults:

- ³write cover letters for a job application;
- prepare résumés;
- use portfolios;
- conduct cold calls;
- make personal presentations;
- in networking;
- ⁴become familiar with the ICT in order to successfully complete learning activities;
- ⁵interpret information and make choices;

find what they want and what they need as well as support them so that they discover the means to reach their objectives;

- ⁶exercise their social skills;
- become involved in their health education;
- make optimal use of their leisure time;

¹ The following competencies are taken from: qualification standards (IAEVG, 2003).

² The following competencies are taken from various university course plans.

³ The following competencies are taken from: NSCCDGS (2004)

⁴ The following competencies are taken from: CSE (2004).

⁵ The following competencies are taken from: CISARCA (2004)

⁶ The following competencies are taken from: qualification standards (IAEVG, 2003).

- access educational and occupational information.

Likewise, the RRCSS staff should be able to:

- ¹describe the role of information and resource management;
- ²apprehend otherness when negotiating intercultural encounters in the intervention (choice of representations, communication channels, and ethical or moral behaviour).

B. The members of the RRCSS staff should be able to educate adults to better interact with inter-influences between the self and the environment.

In terms of knowledge to be mastered, this skill B includes in particular the following components. The RRCSS staff should know:

- ³interventions likely to develop personal attitudes and social skills in clients so that they are able to master tools such as preparing their résumés, systematic job searches, and success in their job interviews;
- the difficulties and dynamics related to situations of multi-ethnic continuing education and training.

In terms of skills to be mastered, this competency B includes in particular the following components. The RRCSS staff should be able to help adults:

- contribute to the development in the adult learner of the abilities necessary to be appropriately proactive with their educational environments, and eventually with other settings (ministerial, work, community and cultural);
- ⁴use references appropriately;
- prepare effective interviews;
- ⁵select, interpret and understand the information available in the various resources as well as the elements problem situations or the requirements of a task or project;
- work in cooperation;
- critically assess the information gathered on networks;
- take part in management structures or projects of the vocational training center;
- ⁶use all the available time they have to act on what concerns them in their educational and civic lives;⁷
- ⁸overcome learning difficulties;
- take part in international exchange programs.

¹ The following competencies are taken from: NSCCDGS (2004)

² The following competencies are taken from various university course plans.

³ The following competencies are taken from various university course plans

⁴ The following competencies are taken from: NSCCDGS (2004)

⁵ The following competencies are taken from: CSE (2004).

⁶ The following competencies are taken from: CISARCA (2004)

⁷ In the CISARCA document (2004) includes the definition of citizenship from the PEEPI (programme d'intervention français pour l'aide à l'insertion et au suivi) (protocol for the drafting and evaluation of progress towards integration) [0]"Citizenship defined by knowledge of all the possibilities available to the individual to act on what concerns him or her in civic life, that is, his or her rights and duties in school, in business, the commerce and administration" [translation] (p. 29).

⁸ The following competencies are taken from: qualification standards (IAEVG, 2003).

Likewise, the RRCSS staff should be able to:

- ¹facilitate effective referral by means of initiating contacts between referral sources and individuals;
- demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behavior change;
- coordinate and stimulate the student's creativity to built their own programs (studies and work);
- coach adults in work search strategies;
- ²be capable of developing an intervention program with an individual.

C. The members of the RRCSS staff should be able to make educational institutions more aware of inter-influences between the self and the environment between the self and the environment and suggest joint action plans.

In terms of knowledge to be mastered, this skill C includes in particular the following components. The RRCSS staff should know:

- ³theoretical and empirical factors that form the basis for the functions of counselling and support in the processes of continuing education and training;
- theories related to social, economic and cultural factors;
- checklists, and their own checklist, to analysis the following concepts in order to better analyze social change: social standards and models, roles and role conflicts; social statuses; attitudes; social representations;
- various theories and research results related to the psychology of the adult in the workplace;
- various solutions attempted to date to intervene in disadvantaged neighbourhoods;
- difficulties and dynamics related to situations of multi-ethnic continuing education and training;
- constraints to the professional practice of counselling and support in educational settings offering basic or job-oriented continuing education and training, or in rehabilitation, organizational and industrial, socio-community, or private practice settings;
- sociological currents of thought in order to better perceive the impact of social realities on the individual;
- problems related to intercultural dynamics that could influence intervention (discontinuity of frames of reference, integration into a majority community, voluntary expatriation, exile, the migratory process, strategies individual and collective identity strategies);
- organizational variables.

¹ The following competencies are taken from: qualification standards (IAEVG, 2003).

² The following competencies are taken from various university course plans

³ The following competencies are taken from various university course plans

In terms of skills to be mastered, this competency C includes in particular the following components. The RRCSS staff should:

- ¹collaborate actively and continuously with teaching teams working with adults;
- ²having become aware of the self as practitioner as well as the decisive role that one plays in the relational process.

Likewise, the RRCSS staff should be able to:

- ³facilitate relationships among professionals, employers and clients;
- ⁴organize and manage the educational and counselling services;
- ⁵identify and analyze the main phenomena that occur in a smaller group;
- master the principles and the practices of the psychosocial intervention of counselling and support.

D. The members of the RRCSS staff should be able to make the continuing education and training institutions of partners more aware of the inter-influences between the self and the environment and suggest joint action plans.

In terms of knowledge to be mastered, this skill D includes in particular the following components. The RRCSS staff should know:

- ⁶assistance programs for employees and various forms of recognition of human resources;
- roles of counsellor and expert in the process of socio-economic reintegration;
- ⁷principles and foundations on which are based strategies of social economy and any other relevant measure (individual and collective entrepreneurship, adjustment committee, professional requalification, local development);
- the institutional and interpersonal networks of assistance and mutual aid, existing or to be created in the counselling and support services;
- principles of psychometric assessment in an organizational context (selection, assessment of performance);
- social postulates used to do critical analysis of the relationships between continuing education and training and disadvantaged neighbourhoods;
- relationships in the workplace and continuing education and training among the more disadvantaged;
- problems of the professional practice of counselling and support in institutional settings offering basic or job-oriented continuing education and training, or rehabilitation, including organizational and industrial, socio-community, or private practice settings;

¹ The following competencies are taken from: CSE (2004).

² The following competencies are taken from various university course plans

³ The following competencies are taken from: NSCCDGS (2004)

⁴ The following competencies are taken from: qualification standards (IAEVG, 2003).

⁵ The following competencies are taken from various university course plans

⁶ The following competencies are taken from various university course plans.

⁷ The following competencies are taken from various university course plans.

- issues of organizational culture (control by the organization); organizational imagination; socialization of the individual in the organization; the nature, types and processes of power in the organization; the development and management of conflicts; negotiation);
- interrelations between the realities of work (environment, conditions, work organization) and certain mental health problems in the workplace (stress, depression, burn-out, alcoholism, drug addiction, violence) in order to better understand the clientele struggling with these problems and to better refer them to existing resources ;
- psychosocial determinants of drug addiction and psychosocial rehabilitation-reintegration programs for drug addicts.

In terms of skills to be mastered, this competency **D** includes in particular the following components. The RRCSS staff should be able to:

- ¹develop a network of contacts with key persons in the community;
- help the community and its members identify the different job opportunities and lifestyles;
- ²develop and maintain connections with sociovocational partners;
- ³consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students;
- demonstrate skills in working with organizations (universities, business, municipalities and other institutions);
- work with local, national and international resource networks for educational and vocational guidance;
- consult with policy makers;
- ⁴design strategies of re-entry into the job market, taking into account the problem of socio-economic exclusion and the transition from work to not working;
- develop an intervention program with a group or an organization.

Summary

The inter-influence organizational approach sees continuing education and training as being essentially a process of reciprocity between adults and their educational or other environment. It is a process in which the specific characteristics of the self-environment dimensions ⁵ intermingle in certain more or less explicit ways. These reciprocal effects reveal the many interactions that are sustained by the diversity and heterogeneity of both personal and environmental characteristics.

¹ The following competencies are taken from: NSCCDGS (2004)

² The following competencies are taken from: CSE (2004).

³ The following competencies are taken from: qualification standards (IAEVG, 2003).

⁴ The following competencies are taken from various university course plans.

⁵ (Characteristics of the adults; characteristics of the school environment)

According to the inter-influence organizational approach, more adults are able to perceive these reciprocal effects,¹ the more they are able to complement and renew their readings of the educational world, and the more they are able to make progress in their academic activities in ways that are appropriate and effective for both them and the knowledge economy.

Continuing education and training must make the intensification of learning educational institution citizenship, that is, the active and informed participation of adults in improving the well-being of their community, a priority goal. But the concept of community also refers to the working world and community organizations in which these adults are involved.

There are a certain number of specific organizational competencies that are required to meet the challenges proposed by the inter-influence organizational approach. These specific skills are related to various specific intervention methods to be applied to the individual, but also with various bodies inside and outside the world of education.

With individuals, the RRCSS give priority to informing adults about their rights and their prior learning. They help adults better identify the positive and negative influences their environment has on them. This environment refers in particular to the education system, to pedagogy, to learning content, and to the behaviour of teachers and colleagues. In addition, the RRCSS help adults recognize, in even more forceful ways, the role of their initiative in the proper functioning of academic activities.² They also specify the role as actors that is expected from adults with respect to their own individual situations, but also with teachers, immediate colleagues and the educational institution.

The RRCSS insist with the educational institution that the educational environment accords greater importance to reciprocity between the self and the environment. While observing the requirements of the Basic School Regulation and the institution's operating rules, they regularly remind the educational institution to be more attentive to the experiences of adults, that is, their learning efforts, whether successful or not, their ease or difficulties in carrying out their training process. In addition, they highlight the need to give more power to act to adults within the restrictive or facilitating realities of the environment institution, as well as other social setting in which the adults are involved.

With the Ministère de l'Éducation, du Loisir et du Sport, the RRCSS regularly makes reports so that the MEQ can review educational policies more in the direction of learning educational institution citizenship. They insist that these policies be specifically based on the following postulate: the more the adults assume their power within their personal education history, the more they will be able to transfer these acquired skills to other settings,³ and the more progress they make in learning institutional citizenship educational or other.

¹ (Impact of the environment on them; effects they produce on the environment)

² (Their proactive reaction, the steps they take to obtain help, how they establish and follow a work plan)

³ (Professional, organizational, family and community)

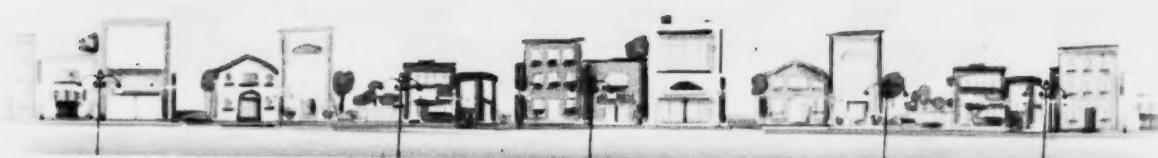
The RRCSS initiate more consultation with partners. They invite various bodies to adopt the same strong concerns with respect to learning citizenship within their respective institutional settings. Similarly, they try to perceive, within the continuing education and training offered by the partners, the gaps in the area of learning institutional citizenship. They consider these gaps to be new demands in the area of continuing education and training. They then design educational activities to fill those gaps.

With labour market partners, the RRCSS heighten awareness in professional and industrial settings of reciprocity between the self and the environment. For example, they make partners aware of the sometimes disastrous repercussions of certain of their behaviours on the performance of their collaborators (employees). But, especially, they try to convince enterprises to adopt, more forcefully, objectives of raising awareness of reciprocity. These objectives mean, of course, that the adults would become more critical of how enterprises operate. On the other hand, however, these enterprises would be able to make much more intensive use of the creativity and dynamism of these adults who are involved in continuing education and training, since they would be more inclined to show initiative.

Similarly, the RRCSS work to make community organizations more aware of this reciprocity between the self and the environment. They invite their partners to enhance the exercise of power by adults. Moreover this enhancement corresponds implicitly to part of the mission of these very community organizations. Informed citizens who are aware of their role as social actors are obviously citizens who feel a responsible towards the community. In addition, the RRCSS remind community organizations of the need to propose to adults more personal contact. In order to do this, they review, with their partners, the various solutions and possible training paths. They exercise their leadership with community organizations in order to make them aware of the need to intensify their continuing education and training activities, in particular those related to general education.

To attain these various organizational competencies related to primary services,¹ the RRCSS need to require various individual (core and secondary) competencies of their staff.

Although very useful and making an undeniable contribution to lifelong learning intelligence, the inter-influence organizational approach entails, like the congruence organizational approach, many shortcomings. These will become more evident in the following chapters.



¹ See the questionnaire guide. Because these are, it should be recalled, organizational competencies specific to the inter-influence organizational approach.

Chapter 3



The Prospective organizational approach



How is the prospective organizational approach defined when applied to the RRCSS? Does its very pronounced concern for the future mean it neglects the present? How does RRCSS staff using such an approach see themselves in their interventions with adults, but also with the educational institution, the Ministère de l'Éducation, du Loisir et du Sport, and partners, including those in the labour market and community organizations?

Characteristics

The prospective organizational approach, as its name suggests, is based on future-oriented concerns. Adults, as well as the educational environment, are seen as dynamic entities, open, activated by an intrinsic impulse to evolve. Under this approach, continuing education and training are perceived as a question of learning to manage the prospective, that is, become aware of: 1. the need to constantly set projects for their personal, professional, community and civic lives; 2. the importance of always informing themselves about the planning strategies decided by the environment, in particular by the organizational development plans of the educational, socio-economic and political environments; 3. the imminent reciprocity effects of these future realities.¹

Under the prospective organizational approach, the priority aims of continuing education and training are thus ensuring that adults are able to better:

- identify the meeting-points between their educational aspirations² and the development plans of the educational institution;³
- perceive the immediate effects of their future projects;
- make the events of their continuing education and training one of the predicted phases of their personal or professional lives in order to better perceive their continuity⁴ beyond the many inevitable transitions;
- anticipating the changes related to the evolution of other socio-economic environments and their impact on people's daily lives.

¹ (Personal projects, organizational plans)

² (In the future)

³ (New courses or programs offered, anticipated needs of the labour market and the new training therefore required)

⁴ This continuity can be linear. Most often, however, it seems to be chaotic and fragmented. It is related to Gleick's chaos theory (1999; 1987). According to this theory, within certain natural disturbances in a pure state, there is an undeniable order and structure. Chaos scientists encountered a lot of scepticism until several experiments in fields as varied as physics, meteorology, geology, biology and chemistry demonstrated the importance of studying chaos, that is, studying stable structures within instability and disorder. Chaos is now defined less and less as absolute instability and disorder. Chaos is applied to finding the hidden order in disorder, to establish a less mistrustful relationship with the random, to propose a new understanding of the unpredictable (cf: section 3 in Riverin-Simard, 2001; 1998).

The concept of continuing education and training conveyed by the prospective organizational approach is thus based on the following postulate: the more adults know about current issues regarding the reciprocal effects created by anticipation of the future for the self and the environment (educational and other environments), the more they are able to improve their perceptions of the academic and social world, and the more they are able to make progress in their academic activities in ways that are appropriate both for them and the community. This approach thus emphasizes reciprocal effects¹ produced mainly by the anticipated future.² And these reciprocal effects, which are characteristic of the prospective organizational approach,³ refer, it should be recalled, to the adults' training projects and the evolution of educational or other social environments in which the adults are involved.

According to this approach, a more intense concern with their own vocational projects increases the perception of inner unity in adults. In addition, no information related to the self and the environment can be static. It must be constantly renewed and especially "be used in different ways at different phases of development,"⁴ the phases in the evolution of the educational institution, the stages in the transformation of the business,⁵ and those of change in the other main organizations of the knowledge economy. The aspect of temporality therefore is seen as central in the prospective organizational approach. This approach also implies a certain level of hope. "This perspective implies that decisions at early phases may be improved upon, or corrected, or even reversed as individuals gather more information and experiences, or change their preferences or the way they see the future."⁶

Under the prospective organizational approach, the RRCSS behave in a particular way with the adults themselves, the educational institution, the Ministère de l'Éducation, du Loisir et du Sport, the current or potential partners, the environments of the labour market and community organizations.

¹ The inter-influence organizational approach (previous chapter) is concerned exclusively with periodic reciprocal elements, and not, like the prospective organizational approach, with reciprocal effects produced by the anticipated future.

² The term "presentified future" would be more accurate. This expression is borrowed from philosopher Louis Lavelle (1991). It refers to the future reality that has an influence in the immediate moment by the very fact that it is imagined in the present time. For Louis Lavelle, there is also a "presentified past," that is, a past that has an immediate influence by the very fact that is currently being remembered.

³ The prospective organizational approach recognizes, in contrast to the inter-influence organizational approach (chapter II), the reciprocal effects that are themselves distorted by time. As mentioned in the theory capsule of chapter II, the inter-influence organizational approach is concerned with mutual effects between the self and the environment in which temporal variables are considered secondary. In the prospective organizational approach, the concept of change that is an inevitable aspect of time is at the very heart of the concept of this approach. Without these central combined concepts of time and change, there is no the prospective organizational approach.

⁴ (Grubb, 2002, p. 12)

⁵ (Riverin-Simard and Simard, 2003)

⁶ (Grubb, 2002, p. 11)

Theory Capsule

This capsule is a brief presentation of the philosophical and psychological foundations of the prospective organizational approach.¹

With respect to its philosophical foundations, the prospective approach is based on, it should be recalled, Aristotle's concept of "final cause. In very accessible terms, this cause can be defined as the cause "in view of which something is carried out. It is identified with the goal."² It refers mainly to the idea that phenomena act by orienting themselves towards a pre-established goal that corresponds, most often, to an ideal state. In this sense, it is often confused with a teleological concept: "the [Aristotelian] final cause is not only the end, but also the accomplishment, the best."³ With this concept of final cause, the concern is for the connections between parts belonging to various phenomena, but especially on how each of these phenomena is included in an ideal orientation. In the prospective approach, the final cause is applied both to the "person" pole and the "environment" pole. Thus, given certain conditions, the self passes through, for example, various phases of work life that lead to more and more optimal vocational development over the years (Havighurst; Levinson; Super). This would also be the case with the enterprise. If all the prerequisite conditions are met, it would evolve through various organizational transitions that should ultimately lead to more and more optimal expansion.⁴ Moreover, according to certain philosophers, this final cause governs, in a sense, the efficient cause (which the inter-influence approach is based on). In other words, to state an apparent tautology, a cause manages the cause. Because "the final cause is still the cause of the efficient cause, since it is in view of it that the latter acts."⁵ In the prospective approach, the concern is thus given not exclusively to the interactions between the parties to a phenomenon or between two phenomena (as is the case with the inter-influence approach). It also involves the inter-influences generated by the very fact that these are part of a movement tending towards a final goal.

In the field of psychology, there are many currents of thought that are also related to the prospective approach. For example: 1. Heider's equilibrium theory; 2. Bandura's reciprocal determinism model; 3. Altman's theory of reciprocity and interpersonal exchange; 4. Lazlo's systemic theory; 5. Miller's systemic theory; 6. Von Bertalanffy's systemic theory; 7. Haley's family systems theory; 8. the family systems theory of Watzlawick, Beavin and Jackson; 9. Piaget's cognitive development theory; 10. Lewis and Lee-Painter's theory of parent-child interaction.⁶ Moreover, Lyndon⁷ also classifies as part of this prospective approach Wilber's,

¹ This theory capsule repeats partially revised excerpts from Riverin-Simard, D. and Simard, Y. (2004) on the developmental strategy of career counselling, which itself belongs to the prospective organizational approach.

² [Translation] (Bastit, 2002, p. 100)

³ [Translation] (Bastit, 2002, p. 101)

⁴ (Schein, 1978; 1984; Schein, 2001)

⁵ [Translation] (Bastit, 2002, p. 101)

⁶ (Altman and Rogoff, 1987)

⁷ (1995)

Maslow, and Frankl's theories of transpersonal psychology. He highlights their postulates on the direction of the adult's development towards an optimal state. We could mention in passing noted that these theories, related to transpersonal psychology, could also be classified as part of the global approach. This would be the case if we refer to their explanatory principles on the inclusion of the human condition in a whole. We will return to this in the next chapter. The prospective approach is also related to the concepts designated as *organicism* in Pepper,¹ and *final constructivism* in Lyddon.²

As we enter the twenty-first century, there have been several studies related to varied scientific fields that have been based on this concept of prospective which is based on, among other things, Aristotle's concept of final cause³ and Pepper's organic perspective.⁴ For example, with respect to research in physics, medicine, and chemistry, Sunday, Eyles and Uphur⁵ maintain that it is necessary to go beyond the concept of "efficient cause" (related to the inter-influence approach), in the interpretation of reality, and take an interest in the concept of "final cause" (related to the prospective approach). According to Schultz and Schultz,⁶ certain theories of personality are based on the *life-span* longitudinal concept (related to the prospective approach) as making a substantial contribution to the advancement of knowledge. Other researchers continue to investigate the possible links between the simultaneous interest in adults' projects and the recovery plans of enterprises with regard to the level of satisfaction among employees and the profitability of the organization.⁷ Furthermore, in the area of creativity, Pepper's organic approach (which corresponds to the prospective approach) offers, according to Cohen⁸ a compelling perspective for interpretation. In particular, he discusses possible connections between technical writing and creative writing, and vision of the world. Adults who are classified in one or another of these two types of writing are distinguished precisely by their different ways of conceiving final cause in the world.⁹

As we can see, the future is related to a particular concept at the very heart of the prospective approach. It is a series of states a single phenomenon goes through from its origins to its anticipated end. In the prospective approach, the person-environment interrelation is not, as in the inter-influence approach, a reciprocal *ad hoc* action between a person and an environment. According to the prospective conception, the encounter between the self and the environment is a complex interrelation between: 1. a person seen both in his or her current stage and with respect to desired orientation of his or her entire development; 2. an environment evaluated in his or her current situation and with respect to his or her ideal aims. Unlike the congruence and inter-influence approaches (previous chapters), the prospective perspective is based essentially on the concepts of time and change. These two variables (time and change) are considered to

¹ (1942)

² (1995),

³ (Bastit, 2002)

⁴ (Altman and Rogoff, 1987; Lyddon, 1995)

⁵ (2001)

⁶ (2001)

⁷ (Echols, 2002).

⁸ (2003)

⁹ (Strobos, 1992)

be intrinsic to phenomena. These phenomena are then described as systems seeking not only to maintain themselves (homeostasis, balance, and consistency) but especially to attempt to achieve a final ideal condition. Thus this prospective approach underlies, for example, many conceptions of continuing education and training and career management that "view career-related decisions as a developmental process, unfolding over time."¹

Organizational competencies (various examples)

Interventions with the individual

How should the RRCSS, under the prospective organizational approach, work with the individual?

They encourage the adults to situate their current objectives² within a training plan of a certain duration.³ They emphasize the life history of adults in order to better situate *ad hoc* continuing education and training and transform it into a culture of lifelong learning. "Reception, listening and referral activities ... are very important because they allow adults to think about the significance of the steps they are taking."⁴ In particular, the RRCSS offer adults the opportunity to "make their projects their own and become the subjects of their training history."⁵ They are assured that this intensified importance given to the prospective will increase the motivation of adult learners. In fact, "the steps adults take to become involved in training cannot be developed... if the persons are not able to... perceive the full usefulness and relevance of such training in their life projects."⁶

When they subscribe to the prospective organizational approach, the RRCSS also seek to make adults aware of the need to be concerned about the future. Their purpose is to ensure that motivation, which is related to the short term, does not quickly fade. It is in fact, recognized that "the initial reasons for learning – personal vs. or professional – tend to blur over time."⁷ Similarly, the RRCSS help adults with planning that is satisfactory in the medium or long term, planning that is the key to success. "The greatest obstacle and one that adults emphatically condemn, is the imposition of educational paths or vocational projects that they are not interested in."⁸

The RRCSS make adults aware of the need for a certain amount of planning of their personal or professional future, for two other reasons. Under the prospective organizational approach, they

¹ (Grubb, 2002, p. 10)

² (E.g., passing the course they are registered in)

³ (E.g., graduation)

⁴ [Translation] (Bélanger and Voyer, 2004, p. 36)

⁵ [Translation] (Bélanger and Voyer, 2004, p. 36)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 84-85)

⁷ (OECD, 2003, p. 106)

⁸ [Translation] (Bélanger and Voyer, 2004, p. 58)

do this because: 1. this planning helps them better manage their own competencies, that is, those they need to acquire or improve; 2. this awareness of the future also helps them perceive the importance of being proactive with respect to the socio-economic environment. The RRCSS thus help adults better understand that continuing education and training contribute directly to the development of human capital. In fact, "people's knowledge and skills play a strong role in economic growth in OECD countries. The importance of human capital as a source of economic growth appears to be increasing."¹ In order to help adults better understand this role, however, the RRCSS point out to them the difference between the traditional and current concepts of human capital. "Traditionally human capital has been defined largely... in terms of 'skills', broadly defined. Newer and wider ways of thinking about human capital... argue[] that a significant part... may be explained by people's ability to build, and to manage, their skills"² from a future perspective.

In keeping with the prospective organizational approach, the RRCSS rely on the image of the future to meet another objective. This means encouraging adults to intensify their personal involvement in current educational activities. "Potential learners must be enthusiastic... They must have a sense of being able to acquire something useful."³ In fact, "The time spent on the course must [...] be regarded as time... that will bring a particular bonus in their personal and social life."⁴ The RRCSS also design activities for the personal and vocational development of adults. They thus help adults "acquire skills... to understand how to best use those skills. Included in this category [is] career planning."⁵

The RRCSS help adults set themselves medium-term goals for additional important reasons. Under the prospective organizational approach, they emphasize that this involvement in projects, within a certain timeframe, will contribute greatly to giving meaning to daily actions and increased motivation for carrying out current learning activities. Especially, the RRCSS believe: "that a multidimensional vision of development... also encompasses the social, cultural, environmental and political domains;"⁶ and "educational services that take into account all dimensions of the development of persons" are required.⁷ They therefore refine their reading in order to better detect in adults any interest related to a predictive dimension. Such an interest would be, for example, a desire to learn how to better develop in an environment while contributing to making that environment evolve.

Commitments to the educational institution

How should the RRCSS, under the prospective organizational approach, work with the educational institution?

¹ (OECD, 2004, p. 32)

² (OECD, 2004, p. 32)

³ (OECD, 2003, p. 169)

⁴ (OECD, 2003, p. 169)

⁵ (OECD, 2004, p. 32)

⁶ [Translation] (CSE, 2003, p. 61)

⁷ [Translation] (CSE, 2003, p. 61)

They make the educational institution aware of the importance of situating their actions in a future social and economic perspective. They encourage these bodies to develop internal policies that emphasize the role given to planning for the future in order to better manage everyday life. They seek to convince educational institutions that this planning should be applied, not only to itself, but also to the adults that are pursuing continuing education and training activities.

Under the prospective organizational approach, the RRCSS also encourage the educational institution to base their actions on future perspectives, for other reasons. For example, according to this approach, it would be a more effective means of promoting continuing education and training. In fact, "the form of the messages should be more stimulating. It should give adult a taste for studying. In order to do this, more reference needs to be made to examples of success, suggesting a possible and promising future."¹ The RRCSS also invite the educational institution to provide prizes, fellowships, or other rewards for the attainment of objectives that require staying power.

The RRCSS insist that the educational institution invest more from the perspective to a prospective pedagogy². This is "this pedagogy that calls for autonomy and a sense of responsibility in adults in the pursuit of their projects."³ Under this prospective organizational approach, they invite the educational institution to make ongoing use of educational methods that correspond to this prospective pedagogy. "In project-based pedagogy used for getting the individual back to work, for example, the learning activity is intense and a fairly high level of motivation and ambition is required if it is to be successfully concluded."⁴ In these cases, it is necessary, in fact, that the adults themselves do "virtually all of the work on the project [...]: researching it, developing it, testing it, acquiring the skills and competencies it calls for, making it relevant and modifying it."⁵

In addition, the RRCSS using the prospective organizational approach ensure that the educational institution respects the conditions for learning that continues over a long period of time. "If training is to be effective and reasonably successful, it must at the very least: be motivating, i.e. its objectives must be precise."⁶ In addition, the training must "give the individual the opportunity to choose – so that s/he can exercise his/her new-found autonomy."⁷ The training must also "take place over a sufficient period of time, so that the learner's other occupations or obligations can be catered for." And the training must "lead to a final achievement, i.e. meet the goals initially set."⁸

¹ [Translation] (Bélanger and Voyer, 2004, p. 41)

² (Proulx, 2004)

³ [Translation] (Bélanger and Voyer, 2004, p. 72)

⁴ (OECD, 2003, p. 175)

⁵ (OECD, 2003, p. 175)

⁶ (OECD, 2003, p. 165)

⁷ (OECD, 2003, p. 165)

⁸ (OECD, 2003, p. 165)

The RRCSS make the educational institution aware of that need for their pedagogical planning to take into account clienteles of various ages. Under the prospective organizational approach, they seek to convince the educational institution that the establishment of a culture of lifelong learning should be seen, as the name suggests, in terms of the adults' entire lifetimes. Furthermore, this establishment takes place within many numerous transitions, predictable and unpredictable, that always lead to a future stage in life. Because, at any age, there are new phases in life, even among seniors.¹ The RRCSS insist that the educational institution concern itself more with this sub-group of adults. "People preparing for or going into retirement feel the need to follow courses that help them to readapt to the new conditions of their lives and to examine their new role in society."² Therefore, when dealing with "this older population, adult learning must [...] be seen as something people take up at a special moment in life, intended to fill gaps (making up for lost time) and to make them better prepared for the new phase they are entering."³

Functions with the Ministère de l'Éducation, du Loisir et du Sport

How should the RRCSS, once they have opted for a prospective organizational approach work with the Ministère de l'Éducation, du Loisir et du Sport?

They regularly apply pressure to the Ministère de l'Éducation, du Loisir et du Sport to ensure that public policies are put in place that will encourage adults to become involved in medium-term training. We could mention, for example, those in general education. These policies could also motivate adults to become involved in vocational education, but doing so as a springboard to a possible return to general education. The RRCSS believe that it is crucial to emphasize this with the Ministère de l'Éducation, du Loisir et du Sport because "there is greater support for vocational-oriented training as opposed to general adult education in most countries."⁴

Under the prospective organizational approach, the RRCSS propose to Ministère de l'Éducation, du Loisir et du Sport the establishment of policies that include many incentives for the attainment of medium- and long-term training objectives. They insist that these policies give particular importance to projects. These projects permit adults to situate themselves in a movement towards the future, doing so as part of their current educational activities. The RRCSS suggest to the Ministère de l'Éducation, du Loisir et du Sport policies in which the educational aspects take into account, in more explicit ways, the prospective requirements of the environment, that is, the labour market, the knowledge economy, and society in general. These demands are related to the profiles of future workers and actors in the society. The RRCSS consider themselves obliged to remind the Ministère of the following principle. The

¹ (Riverin-Simard, 2003; 2002; 2001)

² (OECD, 2003, p. 174)

³ (OECD, 2003, p. 174)

⁴ (OECD, 2003, p. 74)

more anticipated profiles are analyzed, the more adults will be able to predict the future impact of their academic paths and thus prepare themselves to anticipate the demands of society.

The RRCSS thus emphasize with Ministère de l'Éducation, du Loisir et du Sport the fact that continuing education and training should definitely have a good head start on anticipated socio-economic realities. Under the prospective organizational approach, they therefore contribute to ensuring that the Ministère de l'Éducation, du Loisir et du Sport establishes policies so that it is able to answer the following question, which is being asked with a certain intensity. "What strategy will make it possible for adult education to become a lever for the development of a culture of continuing education and training?"¹

Under the prospective organizational approach, the RRCSS inform the Ministère de l'Éducation, du Loisir et du Sport about major issues regarding developmental realities (phases in personal and professional life) in continuing education and training. In order to establish a culture of lifelong learning, it is necessary to "consider the menu of policies affecting individuals at different phases of the life-cycle... learning is a dynamic process subject to inter-temporal synergy ('learning begets learning')."² The RRCSS thus apply pressure to the Ministère de l'Éducation, du Loisir et du Sport to commission research. This research will make it possible, for example, to better perceive the specific characteristics of a clientele that is underrepresented in continuing education and training activities, and especially, the reasons for its relative absence.³ These potential adult learners are defined as "adults aged 25 to 64 who have left initial education and training."⁴ These studies should in particular be situated in developmental psycho-sociology in which socio-psychological ages interfere with professionals' behaviour and the ways in which one fulfills one's role as a social or socio-economic actor.

Working with partners

How should the RRCSS, once they have opted for a prospective organizational approach, work with partners?

They regularly remind their partners that "continuous development of the adult population is a crucial issue."⁵ This in particular is why "as part of the wider perspective of lifelong learning, adult learning has in recent years slowly begun to be mainstreamed into education and human resource policies."⁶ In addition, the RRCSS constantly highlight the following fact with their partners: continuing education and training is internationally "recognised as an important tool for

¹ [Translation] (Bélanger and Voyer, 2004, p. 8)

² (OECD, 2001, p. 141-142)

³ As we pointed out in the introduction to this document, more than one organizational approach is concerned with age sub-groups that are not represented in continuing education and training activities. But these approaches do not do this from the same perspective. The prospective organizational approach does it, for example, by emphasizing the anticipated future of the adults themselves (e.g., the phases of their working life) in interaction with a socio-economic environment, which itself is also developing.

⁴ (OECD, 2003, p. 26)

⁵ [Translation] (Bélanger and Voyer, 2004, p. 94)

⁶ (OECD, 2003, p. 69)

equity and social cohesion, for economic and social development in knowledge-based societies, for reducing unemployment and skills shortages, for personal development, and for furthering citizenship and democratic values.¹

Under the prospective organizational approach, the RRCSS work with partners in order to make them aware of need to concern the concerns of continuing education and training more from a future socio-economic perspective. "An overarching and more recent goal has been the development of knowledge-based societies. Overall, countries agree on the long-run goals."² The RRCSS thus insistently remind partners that many social benefits are expected in coming years. In macro-economic terms, many elements are already present. Moreover these factors "are all stated as vital reasons for government participation in adult learning."³

The RRCSS make their partners aware of the need⁴ to design, more intensively, their continuing education and training activities by taking into account the various phases in the development of adults at various ages.⁵ Under the prospective organizational approach, they have already emphasized this fact with the Ministère de l'Éducation, du Loisir et du Sport. But they also remind their partners.⁶ It is now recognized that there are sub-groups of adults who do not become involved in continuing education and training activities. "Persons more than 25 years of age as well as workers active in the labour market are relatively absent from these institutions although they represent an important proportion of adults."⁷ Furthermore, "one of these two absent groups is persons over 60 years of age. Today they make up a quarter of the population. It is difficult to identify the reasons for the near total absence of these two groups."⁸

Under the prospective organizational approach, the RRCSS take on the role of facilitators with their partners in order to promote, more intensely, the importance for adults of establishing vocational projects. They demonstrate to their partners, in convincing ways, that it is important to take into account the various types of predictable impact of these timeframes. They thus seek to exercise key leadership roles with current or potential partners. As primary services, they are

¹ (OECD, 2003, p. 69)

² (OECD, 2003, p. 70)

³ (OECD, 2003, p. 70)

⁴ (As the RRCSS do with the Ministère de l'Éducation, du Loisir et du Sport)

⁵ It is important to be more familiar with these phases of development over the years (for example, from 23 to 67 years of age) and to do this according to traditional variables such as age, social class, and vocational personality types (Riverin-Simard, 2001).

⁶ The question of certain age groups being underrepresented is also mentioned in the other organizational approaches but from a different perspective. For example, unlike the congruence organizational approach (chapter I), for the RRCSS using the global organizational approach (chapter IV) lack of information transmitted to social sub-groups who risk failing to match with the educational environments is not a priority concern. Unlike the inter-influence organizational approach (chapter II), the RRCSS associated with the global organizational approach (chapter IV) are less concerned with the quality of the interaction between these sub-groups of adults and society, including educational institutions. Finally, unlike the prospective organizational approach (chapter III), the RRCSS under the global organizational approach (chapter IV) show this concern with respect to the incomplete evolution of adults according to their phases in life and their interaction with the evolution of any given socio-economic setting.

⁷ [Translation] (Bélanger and Voyer, 2004, p. 86)

⁸ [Translation] (Bélanger and Voyer, 2004, p. 86)

among the best placed to perceive the influence of anticipation of the future on both the development of the individual and on the evolution of society.

The RRCSS are defined as playing an integral role, with their partners, as actors in social, economic and cultural development. Thus by taking into account the medium and long terms, they emphasize cooperation with partners, since it is now recognized that such joint action is the guarantee of optimal development for adults. Under the prospective organizational approach, they are certain that "people must be encouraged to enter into broad partnerships – and observatories must be set up at all possible levels – for the purposes of detecting good practice in learning delivery, providing information, promoting the sharing of experiences, and aiding co-ordination and assessment of the operations undertaken, as well as supporting the development of such operations."¹ The RRCSS are convinced, and therefore seek to convince their partners, that this is the way to better understand that "problems in adult learning can then be better identified and the best advice can be given in the light of national cultures and circumstances."²

Working with labour market partners

How should the RRCSS, once they have opted for a prospective organizational approach, work with labour market partners?

Their priority is to stay informed about any economic movements predicted by futurologists. They gather information on predictions of the effects of these movements on the development of adults, and especially on the important points to be invested in order to deal with these new realities effectively. By doing so, they can propose to labour market partners educational activities that prepare adults better.

Under the prospective organizational approach, the RRCSS thus make labour market partners more aware of the need to situate educational activities they offer from the perspective of cutting-edge socio-economic predictions. Furthermore, they emphasize that all the suppliers of continuing education and training should do the same. "Educational institutions are inevitably influenced by the policies and economic development measures of recent last years, and this aspect of their intervention in the field of adult education predominates."³ Thus, "training related to employment and the growth of enterprises is by far the top priority."⁴ In addition, the RRCSS seek to remind their partners in work settings that "in its goals, education must remain sensitive to economic conditions and human resources development."⁵ Because "lifelong learning for all is necessary to ensure economic... cohesion."⁶

¹ (OECD, 2003, p. 171)

² (OECD, 2003, p. 171)

³ [Translation] (CSE, 2003, p. 61)

⁴ [Translation] (CSE, 2003, p. 61)

⁵ [Translation] (CSE, 2003, p.61)

⁶ (OECD, 2001, p. 9)

Even though "efforts at rapprochement with enterprises are often difficult,"¹ the RRCSS, under the prospective organizational approach, make the industrial sector more aware of the need to be concerned with the multidimensional development of adults. They also make them aware of the need to avoid limiting themselves to very restricted retraining for a new task. In fact, for the RRCSS, "the company should not see the purpose of training as being limited to the professional performance of its staff. Training should also enable the individual to acquire knowledge and skills, including behavioural skills, for purposes that are purely personal."² And this knowledge, which is informal, may help "to promote their general well-being; moreover, there may be social and professional repercussions, and indirect benefits for the operation of the company."³ Consequently the RRCSS try to get enterprises to adhere more to the promotion of a culture of lifelong learning, doing this as a very shrewd investment in the future. "From a lifelong learning perspective, learning by doing and other forms of workplace education deserve greater attention, relative to learning in formal educational institutions."⁴

Under the prospective organizational approach, the RRCSS also make work settings aware of the medium- and long-term repercussions of continuing education and training on their own enterprises. "Training of staff should be seen as an investment with numerous repercussions: financial, cultural, social, individual and collective."⁵ The RRCSS collaborate with the enterprises, because continuing education and training is also a good investment for the interrelated future of the individual and the organization. "Even where traditional skills are still in demand there are few workers who do not require supplementary skills to remain competitive in their current jobs."⁶ The RRCSS also remind their partners in the working world of the following: "although the employment trends are not exogenous, and may themselves partly reflect growing levels of human capital... improved education and training will be necessary to minimise mismatch between the evolving job structure and the qualifications of the workforce."⁷

The RRCSS insist that partners in the working world think more about their work force in prospective terms, because, "one aspect of the importance of adult learning is its contribution to human capital."⁸ Furthermore, "while the size of the contribution of human capital to economic growth is the subject of considerable debate, there is little question that human capital is a key factor."⁹ In addition, it should be recalled that, "the average long-term impact of one year's additional education on per capita [is] between 4 and 7 %."¹⁰ Under the prospective organizational approach, the RRCSS thus invite work settings to think more in terms of the future in order to better react or be proactive in the present. "Adult learning enhances employability and

¹ [Translation] (Bélanger and Voyer, 2004, p. 81)

² (OECD, 2003, p. 172)

³ (OECD, 2003, p. 172)

⁴ (OECD, 2001, p. 142)

⁵ (OECD, 2003, p. 167)

⁶ (OECD, 2001, p. 19)

⁷ (OECD, 2001, p. 17)

⁸ (OECD, 2003, p. 28)

⁹ (OECD, 2003, p. 28)

¹⁰ (OECD, 2003, p. 28-29)

workers' ability to cope with job loss."¹ In short, "investment in the human capital of workers may help mobilise labour resources, thereby supporting the growth process."²

Working with community partners

How should the RRCSS, once they have opted for a prospective organizational approach, work with community partners?

They plan, in cooperation with the community organizations, the future of continuing education and training itself. It is also possible that, through appropriate arrangements, they "will be able to intensify their activities of rapprochement with the organizations in their environment who might ask for their cooperation to contribute to the development of training."³ They thus become involved in collaborative projects for medium- and long-term development. For example, if one "initiates processes, elicits outside organizations, and seeks to establish long-term cooperative relationships... [one] interacts with the members of the community and attempts to better understand their needs."⁴ Positive repercussions are predictable. In fact, the previously described position "makes possible in a way to let oneself be penetrated by the culture of the other. At this level, not only... does [one] play a leadership role in vocational projects but... [one] also acts as a citizen of the community by taking part in social networks."⁵

Under the prospective organizational approach, the RRCSS associate themselves with community organizations for other reasons. They want to promote recruitment to continuing education and training by helping adults to establish for themselves plans for the future. "Grass-roots education would be a particularly wise choice to get the most reluctant people to accept the idea of committing themselves to an educational project."⁶ Furthermore, in order to really be proactive, it is necessary to "continued and intensify activities in the environment and cooperative activities with non-profit organizations."⁷ These steps would be aimed at "structuring vocational projects that would be useful to a broader variety of training demands in order to reach all categories of the adult population."⁸

Thus, the RRCSS see in long-term collaboration with community organizations an excellent opportunity to increase the participation of new sub-groups of adults in a culture of lifelong learning. For example, coordination of efforts is required to "make it possible to participate and contribute to making more dynamic the activities organized as part of the Québec Adult Learners' Week".⁹"¹⁰ This is, it should be recalled, a "broad-based event aimed at developing a

¹ (OECD, 2003, p. 29)

² (OECD, 2003, p. 29)

³ [Translation] (Bélanger and Voyer, 2004, p. 89-90)

⁴ [Translation] (Bélanger and Voyer, 2004, p. 47)

⁵ [Translation] (Bélanger and Voyer, 2004, p. 47)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 47)

⁷ [Translation] (Bélanger and Voyer, 2004, p. 91).

⁸ [Translation] (Bélanger and Voyer, 2004, p. 91)

⁹ Québec Adult Learners' Week[0]: <http://www.semaine.icea.qc.ca/> <http://www.semaine.icca.qc.ca>

¹⁰ [Translation] (Bélanger and Voyer, 2004, p. 92)

desire to learn in the Québec population as part of a movement to improve the image of lifelong education through a variety of means and in various settings.¹

By applying the prospective organizational approach, the RRCSS thus set for themselves objectives for medium-term collaboration with community organizations. This would be an effective means of attaining the following objectives: "the need to target low educational attainment and to intervene for social cohesion and economic growth, to reduce unemployment and for personal and social development."² Within these medium-term objectives, the RRCSS remind community organizations that certain objectives, including the "development of democratic values... are all stated as vital reasons for government participation in adult learning."³

The RRCSS invite community organizations to do more than better think about their programming and their evolution. Under the prospective organizational approach, they also propose that they better identify what citizen profile they will eventually need. They suggest to these communities more innovative educational activities that will make it possible to better train adults to become better social actors. Because "lifelong learning for all is necessary to ensure... social and cultural cohesion."⁴ And vice versa, better preparation for the predictable movements of these community organizations will make it possible for adults to better project themselves into the future and to enter it with more confidence, pride and motivation.

Questionnaire guide

A list of organizational competencies is proposed here. It is drawn from the discussion above. A (organizational competency to be improved) or D (organizational competency to be developed) should be entered, where applicable, under each of the statements. If these statements are not applicable, write nothing.

1. The RRCSS emphasize helping adults perceive their student history, past, present and anticipated.
A D
2. The RRCSS make adult learners aware of the importance of projecting themselves into the future, of anticipating the evolution of the educational institutional environment and, especially, of becoming aware of the possible reciprocal impacts of the two futures, that of the self and of the evolving environment.
A D

¹ [Translation] (Bélanger and Voyer, 2004, p. 92)

² (OECD, 2003, p. 10)

³ (OECD, 2003, p. 10)

⁴ (OECD, 2001, p. 9)

3. The RRCSS help adults situate their current educational activities with respect to the next phases.¹
A D
4. The RRCSS encourage adults to situate their current objectives² within a training project of a certain duration.³
A D
5. The RRCSS emphasize the future to motivate adults to intensify their involvement in their current training activities.
A D
6. The RRCSS design activities to intensify adults' development and to ensure that they become key actors in human capital.
A D
7. The RRCSS seek to identify in adults any all motivation related to a desire to learn how to develop in a given environment.
A D
8. The RRCSS want to identify in adults any interest associated with a desire to learn how to contribute to the evolution of a given environment, educational or other.
A D
9. The RRCSS encourage the educational institution to develop policies that emphasize the educational role given to planning for and projection into the future.
A D
10. The RRCSS encourage the educational institution to base their actions on future perspectives in order to promote continuing education and training.
A D
11. The RRCSS invite the educational institution to promote various rewards⁴ for the attainment of medium-term or long-term objectives.
A D

¹ (E.g., content of the program at a given level with the next level)

² (Passing courses they are registered in)

³ (E.g., graduation)

⁴ (Prizes, fellowships)

12. The RRCSS insist that the educational institution make wider use of prospective pedagogy.¹
A D
13. The RRCSS make the educational institution more aware so that it establishes pedagogical activities that take into account the development requirements of clienteles of various ages, including seniors.
A D
14. The RRCSS propose to Ministère de l'Éducation, du Loisir et du Sport the establishment of policies that include many incentives for the attainment of medium – and long-term training objectives.
A D
15. The RRCSS inform the Ministère de l'Éducation, du Loisir et du Sport about major issues regarding developmental realities² in continuing education and training.
A D
16. The RRCSS are defined as playing an integral role, with their partners, as actors in social, economic and cultural development.
A D
17. The RRCSS make their partners aware of the need to design, more intensively, their continuing education and training activities by taking into account the various phases in the development of adults at various ages.
A D
18. The RRCSS stay informed with partners any social movements (educational or other) predicted by futurologists.
A D
19. The RRCSS inform themselves with partners on predictions of effects of changes in the job market on the development of adults.
A D
20. The RRCSS discuss with partners the important points to be invested in order to deal effectively with restructuring in the market.
A D

¹ [Translation] This is "this pedagogy that calls for autonomy and a sense of responsibility in adults in the pursuit of their projects." (Bélanger and Voyer, 2004, p. 72)

² (Phases in personal and professional life)

21. The RRCSS help labour market partners perceive the need to make the educational activities they propose consistent with social predictions that are in the avant-garde or on the cutting-edge of the evolution of the global economy.
A D
22. The RRCSS make the industrial sector more aware of the need to be concerned with the multidimensional development of adults and not only with very restricted retraining for a new task.
A D
23. The RRCSS remind enterprises of the importance of a culture of lifelong learning as a very shrewd investment in the future.
A D
24. The RRCSS make work settings aware of the medium- and long-terms repercussions of continuing education and training on their own enterprises.
A D
25. The RRCSS invite work settings to concern themselves with the future in order to better act in the present.
A D
26. The RRCSS establish long-term objectives for cooperation with community organizations.
A D
27. The RRCSS contribute with community groups to invest in the development of attitudes conducive to learning.
A D
28. The RRCSS associate themselves with community organizations to encourage the recruitment of adults to continuing education and training, and do in from a medium- or long-term perspective.
A D
29. The RRCSS plan, in cooperation with the community organizations, the future of continuing education and training itself.
A D

If the frequency of responses is high,¹ either with respect to the organizational competencies to be improved (A) or to be developed (D), it should be concluded that the RRCSS should² adopt, solely or in complementarity, this congruence approach. It is particularly important to read carefully the following sections on the secondary and core competencies that the members of the RRCSS staff must themselves develop so that the organization, as a whole, can harmonize itself with the desired organizational competencies.

Secondary competencies required by the staff (various examples)³

In order to achieve the organizational competencies required by the prospective organizational approach, the RRCSS staff should possess certain competencies that we call individual secondary competencies. As mentioned above, these correspond to those required in the knowledge economy in which the individual is "considered not only to be actor but also an author."⁴ We call them secondary since they go beyond the core competencies, while being based on them. They refer in particular to experiential knowledge, which is called for more and more. They are more general in nature. They are valid for all the approaches. Nevertheless, they require a particular application that must be redefined according to the goals inherent in the congruence organizational approach, and they are chosen by the RRCSS. These required secondary individual competencies are related to: knowing how to act and react appropriately,⁵ knowing how to combine resources and mobilize them in a context;⁶ knowing how to transpose;⁷ knowing how to learn and learn to learn;⁸ knowing how to commit oneself.⁹ In particular, these secondary individual competencies require the mastery of a whole series of individual core

¹ We suggest the following calculation method: 1. add up the As and Ds; 2. calculate the % of this total, i.e., multiply the number obtained by 100, then divide by the total number of items. The percentage obtained should then be compared with the questionnaire guides in the other chapters.

² We suggest answering this questionnaire guide as a group. Otherwise each member of the staff can fill it in individually. Calculating the average of the percentages obtained can give an indication of the approach (approaches) to be favoured.

³ The text in the sections entitled "Secondary competencies required" is more or less similar in chapters 1, 2 3 and 4.

⁴ [Translation] (Le Boterf, 2004, p. 49)

⁵ That is, "knowing what to do; knowing how to go beyond what is prescribed; knowing how to make urgent choices; knowing how to arbitrate, negotiate, decide, and knowing how to follow up with actions in accordance with goal" [translation] (Le Boterf, 2002, p. 112).

⁶ This knowledge is related to "knowing how to build competencies from resources, knowledge that takes advantage not only of its integrated resources (knowledge, know-how, qualities) but also resources in their environment" [translation] (Le Boterf, 2002, p. 112).

⁷ That is, "knowing how to memorize many situations and model solutions, knowing how to step back, operate on two tracks; knowing how to use their metaknowledge to design a model; knowing how to identify and interpret context indicators, knowing how to create the conditions for transposability using transferable patterns" [translation] (Le Boterf, 2002, p. 112).

⁸ This knowledge is related to "knowing how to draw lessons from experience, knowing how to transform their action into experience, knowing how to describe how one learns, knowing to function in a double learning loop" [translation] (Le Boterf, 2002, p. 112).

⁹ That is, "knowing how to commit one's subjectivity, knowing how to take risks, knowing how to undertake projects, professionals ethics" [translation] (Le Boterf, 2002, p. 112).

competencies. Because, "to be able to combine and mobilize these resources... it is necessary to first of all possess them."¹

¹ [Translation] (Le Boterf, 2004, p. 151).

Core competencies required for the staff (various examples)¹

Under the prospective organizational approach, the members of the RRCSS staff should make adults and the environment aware of future-related movements, that is, they should at a minimum possess four basic competencies (A, B, C, D). These competencies last understand, each include components related either to knowledge or know-how.

A. The members of the RRCSS staff should be able to educate adults to better perceive the importance of continually establishing training projects for themselves, while constantly keep up-to-date on the development plans of the educational environment.

In terms of knowledge to be mastered, this competency A includes in particular the following components. The RRCSS staff should know:

- ²the impact of life roles on educational development.

In terms of skills to be mastered, this competency A includes in particular the following components. The RRCSS staff should be able to help adults:

- ³prepare their educational plans;
- ⁴write a summary of their academic competencies and implement measures to develop them using available resources;
- ⁵choose opportunities appropriate to their personal and educational development by helping them achieve the abilities required to make decisions and make transitions;
- ⁶in the prevention of personal problems throughout their lives;
- in personality development;
- to develop a personal life plan.

Likewise, the RRCSS staff should be able to:

- ⁷follow case and training project management procedures.

B. The members of the RRCSS staff should be able to educate adults to better perceive the importance of continually establishing for themselves vocational and community life projects, constantly keeping up to date with respect to the development plans of the work and socio-cultural environments.

In terms of knowledge to be mastered, this competency B includes in particular the following components. The RRCSS staff should know:

- ¹-how change and transition affect adults moving through the career process;

¹ (Heading to be completed locally)

² The following competencies are taken from the: NSCCDGS (2004).

³ The following competencies are taken from the: NSCCDGS (2004).

⁴ The following competencies are taken from: CSE (2004).

⁵ The following competencies are taken from: CISARCA (2004).

⁶ The following competencies are taken from: qualification standards (IAEVG, 2003).

⁷ The following competencies are taken from the: NSCCDGS (2004).

- the impact of social roles on career development;
- major components of the career planning process;
- ²lifelong career development processes;
- ³social and human development in enterprises;
- the problem of employability in the context of modernization and the constant evolution of enterprises;
- the evolution of the structure and categorization of jobs in accordance with the changing socio-economic context;
- the problem of training and retraining and support for social integration.
- comment.⁴

In terms of skills to be mastered, this competency B includes in particular the following components. The RRCSS staff should be able to help adults:

- ⁵choose opportunities appropriate to their vocational development by helping them achieve the abilities required to make decisions and make transitions;
- ⁶build their life career and life projects.

Likewise, the RRCSS staff should be able to:

- ⁷follow case and project management procedures;
- manage vocational and community projects;
- ⁸write a summary of their vocational competencies and implement measures to develop them using available resources;
- ⁹advice adults on the development of career projects;
- plan for transitional phases: school to work transition, career shifts, retirement, job dismissing.
- ¹⁰demonstrate capacities for mediation and initiative to help adults with the vocational and personal development.

¹ The following competencies are taken from the: NSCCDGS (2004).

² The following competencies are taken from: qualification standards (IAEVG, 2003).

³ The following competencies are taken from various university course plans.

⁴ We believe that assistance for the expression of demand would be more effective if the RRCSS staff had more knowledge of: the trajectories specific to social classes and personality types; the practical differences between adults who emphasize their attitudes or their know-how; the connections between the transitions experienced at various phases of life in the workplace (e.g., questioning the processes or goals of their careers) their involvement in continuing education and training activities; the connections between identification of plans for informal contribution to the organization and involvement in continuing education and training activities; the connections between the expression of demand and the multi-faceted realities of sociovocational participation (vocational projects, plans for informal contributions to the organization, plans for volunteer work; committed or responsible recreational projects).

⁵ The following competencies are taken from: CISARCA (2004).

⁶ The following competencies are taken from: qualification standards (IAEVG, 2003).

⁷ The following competencies are taken from the: NSCCDGS (2004).

⁸ The following competencies are taken from: CSE (2004).

⁹ The following competencies are taken from: qualification standards (IAEVG, 2003).

¹⁰ The following competencies are taken from: qualification standards (IAEVG, 2003).

C. The members of the RRCSS staff should be able to educate the educational environment to better perceive the current impact on adults of future realities related to their training projects and the development plans of the institutional educational environment.

In terms of knowledge to be mastered, this skill **C** includes in particular the following components. The RRCSS staff should know:

- ¹human development models in relationship to career development;
- the impact of social roles on educational development;
- ²theory and research in the practice of counselling and referral in the cognitive development of adults;
- situations requiring referral to specialized services for the implementation of the adults' training projects;
- ³cognitive developmental concepts;
- issues and the repercussions of specific projects in terms of practices in vocational information;
- concepts, theories and research on human development;
- fundamental concepts of the ecological approach to human development (that is, individual-environment interaction, environmental opportunities and risks);
- main models in psychology of human development;
- mechanisms required to provide opinions in the area of research and development in andragogy.

In terms of skills to be mastered, this competency **C** includes in particular the following components. The RRCSS staff should be able to:

- ⁴document adults' interactions and progress;
- ⁵collaborate with other members of the centre team in order to define orientations as well as the development and implementation of projects with respect to educational services in areas under the responsibility of academic institutions;
- define and organize a project in keeping with the objectives to be attained by the teaching team;
- ⁶plan, design and integrate programs for lifelong cognitive development;
- ⁷carry out critical reflection on continuing education and training and its decisive influence on human development;
- develop their own general concepts of human development.

D. The members of the RRCSS staff should be able to educate the working world and community organizations to better perceive the current impact on adults of future realities

¹ The following competencies are taken from the: NSCCDGS (2004).

² The following competencies are taken from: qualification standards (IAEVG, 2003).

³ The following competencies are taken from various university course plans.

⁴ The following competencies are taken from the: NSCCDGS (2004).

⁵ The following competencies are taken from the: CSE (2004).

⁶ The following competencies are taken from the: qualification standards (IAEVG, 2003).

⁷ The following competencies are taken from various university course plans.

related to their vocational and socio-cultural projects, and to the development plans of these same sectors.

In terms of knowledge to be mastered, this skill D includes in particular the following components. The RRCSS staff should know:

- ¹major career development theories, including those specific to differences of social class and personality type;
- change and transition affect adults moving through the career process;
- the impact of social roles on career development;
- major components of career planning process;
- ²situations requiring referral to specialized services for the implementation of the adults' vocational and community projects;
- questions related to adult career development;
- ³psychological factors and external factors that influence career development;
- dynamics of career development processes;
- theories of adult career development;
- issues and the repercussions of specific projects in terms of practices in vocational information;
- main data related to human development in its existential dimensions in various sociocultural contexts (family, school, work, community);
- social and human development in enterprises;
- the problem of employability in the context of modernization and the constant evolution of enterprises;
- theories, approaches and tools required for the understanding of phenomena of change and organizational development;
- favoured tools change organizational on the basis of actors and their experience;
- concepts of work in transformation.

In terms of skills to be mastered, this competency D includes in particular the following components. The RRCSS staff should be able to:

- ⁴implement an action plan in and with the community;
- ⁵integrate theory and research into the practice of counselling and referral in the career and personal development of adults;
- plan, design and integrate programs for lifelong career development;
- use the resources and techniques of career development appropriately;
- ⁶making a value judgment on the evolution of the structure and categorization of jobs in accordance with the changing socio-economic context;

¹ The following competencies are taken from the: NSCCDGS (2004).

² The following competencies are taken from: qualification standards (IAEVG, 2003).

³ The following competencies are taken from various university course plans.

⁴ The following competencies are taken from the: NSCCDGS (2004).

⁵ The following competencies are taken from the: qualification standards (IAEVG, 2003).

⁶ The following competencies are taken from various university course plans.

- design and evaluate training and rehabilitation programs for people with physical, intellectual or mental disabilities.

Summary

The prospective organizational approach sees continuing education and training as a process of preparation for the next phases in vocational or personal life. At any age, there are phases in life to go through, even among retired people and seniors. According to this approach, continuing education and training should be particularly concerned with learning to manage the prospective. Adults should learn to better understand: 1. the need to constantly set projects for their personal, professional, community and civic lives; 2. the importance of always informing themselves about the planning strategies decided by the environment, in particular by the organizational development plans of the educational, socio-economic and political environments; 3. the imminent reciprocity effects of these future realities.¹ Thus, according to the prospective approach, the more adults know the current issues regarding reciprocal effects² created by anticipation of the future for the self and the environment, more they are able to improve and renew their perception of the educational world and other social environments, and the more they are able to make progress in their academic activities in ways that are appropriate both for them and the community.

There are a certain number of specific organizational competencies that are required by the prospective approach. These are related to various interventions to be applied with the individual, but also with various bodies inside and outside the world of education.

With the individual, the RRCSS intensify their efforts to help adults perceive the importance of projecting themselves into the future, of anticipating the evolution of the environment (educational and other social environments) and, especially, of becoming aware of the possible reciprocal impacts of these two futures.³ They encourage adults to situate their current objectives⁴ within a training plan of a certain duration.⁵ They design activities to help adults to establish for themselves plans for the future. This long-term timeframe contributes greatly, according to the prospective organizational approach, to giving meaning to daily actions and increased motivation for implementation current training activities.

The RRCSS regularly invite the educational institution to develop policies that emphasize the major role given to planning for and projection into the future. This planning would be subject more to targeted interventions both for their home institution and for adults pursuing continuing

¹ (Personal projects, organizational plans)

² It is not *ad hoc* reciprocal effects that interest the RRCSS under the inter-influence organizational approach. Reciprocal effects related to anticipated futures concern the RRCSS using the prospective organizational approach.

³ (The self and the environment)

⁴ (Passing courses they are registered in)

⁵ (E.g., graduation)

education and training activities. The emphasis would therefore be on the future and its impact on the present, rather than only considering of the present itself. The RRCSS encourage the educational institution to base their actions on future perspectives in order to promote continuing education and training. They also invite their institution to use more, within their institution, educational methods related to prospective pedagogy.¹

The RRCSS propose to the Ministère de l'Éducation, du Loisir et du Sport the establishment of policies that place greater importance on the future, even as part of one's everyday educational activities. They suggest to Ministère de l'Éducation, du Loisir et du Sport policy elements that are more concerned with connections between the educational aspects and the prospective demand coming from the labour market,² from the knowledge economy and society in general.³ According to the prospective organizational approach, the more these predictions are established, the more adults will be able to predict the impact of their training paths on their own futures.⁴ Similarly, the RRCSS invite the Ministère de l'Éducation, du Loisir et du Sport to focus more on developmental realities⁵ in continuing education and training.

With partners, the RRCSS exercise their leadership in order to highlight the importance of concerns related to the prospective. They are among those best placed to perceive the influence of anticipation on the development of the individual and the evolution of society. They make their partners aware of the need to take more into account the various phases in the development of adults at various ages when designing their continuing education and training activities. In this way, those who are often left out of continuing education and training activities, that is, those over 25 years old or over 60, are more likely to recognize themselves and thus relate better to the culture of lifelong learning. The RRCSS strengthen the establishment of conditions favourable to long-term collaboration with partners. It is now recognized that such joint action is the guarantee of optimal development for adults. Similarly, thanks to collaboration with their partners, they better play their role as actors in social, economic and cultural development.

The RRCSS keep up-to-date on any socio-economic movements predicted by futurologists. With labour market partners, their priority is gathering information on the anticipated effects of these possible movements on the development of adults, and especially on the important points to be invested in order to deal with these new realities effectively. They suggest to enterprises educational activities that will make it possible to provide a more qualified labour force to meet predictable or anticipated requirements.

With community partners, the RRCSS establish objectives for long-term cooperation. For example, they associate themselves with these organizations to promote recruitment to

¹ (E.g., project teaching)

² (Profiles of future required workers)

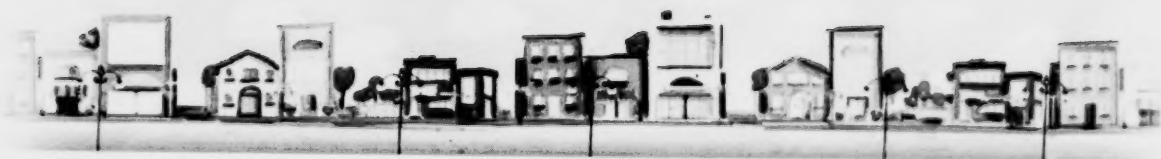
³ (Profiles of future actors in the community who will be sought after or needed)

⁴ (Personal, vocational, community)

⁵ (Phases in personal and professional life)

continuing education and training by helping adults to establish for themselves projects for the future. They invite community organizations to better think about through their programming and their orientations. At the same time, they make them aware of the need to better identify the citizen profile these environments will need for the future. They propose more innovative educational activities with a view to coming years. Because these activities would contribute to training adults to become best social actors at some point in the future.

To attain these various specific organizational competencies related to lifelong learning intelligence,¹ the RRCSS require various competencies of their staff, individual this time (core and secondary). Finally, we should mention the following. Even though the prospective approach established a certain degree of acceptance in the middle of the twentieth century, many researchers and practitioners still feel that it can be further perfected² so that it can provide primary services that are always more effective.



¹ See the questionnaire guide. Because these are, it should be recalled, organizational competencies specific to the prospective organizational approach.

² (Zorga, 2003)

Chapter 4



The global organizational approach

What are the specific characteristics of the global organizational approach when applied to the RRCSS? When using this approach, how do the RRCSS act with adult learners, but also with the educational institution, the Ministère de l'Éducation, du Loisir et du Sport, partners, and the work and community environments? Especially, what are the skills to be acquired or improved to intervene according to the specific characteristics of this approach?

Characteristics

For the global organizational approach, every situation is unique. The combination of factors is always different. This combination can be explained by the temporary unification of the self and the environment in a specific context.

The global organizational approach prioritizes various types of learning. There is an understanding the uniqueness of a situation. There is the perception of the existence of multiples points of view in the interpretation of an unforeseen situation. There is also the identification of the spontaneous explanation given to the occurrence of certain surprising events. According to this approach, the more adults have a representation of the unique whole of each situation, the more they are able to improve and renew their representation of events (of things and of the world), and the more they able to make progress and succeed in their educational activities.

The global organizational approach defines continuing education and training as a dynamic of merged interrelations in which adults must continually negotiate with unique events. The only stable point of reference is the change¹ that is inherent to the configuration of each given situation. In addition, since every instant is new, it inevitably carries with it its share of surprises, sometimes complex, with which adults have to readjust if they wish to succeed in their educational activities. This in particular is why the primary objectives of continuing education and training under this approach are the learning of: perceiving the global reality, the uniqueness of each situation, and the management of uniqueness. Continuing education and

¹ As noted in the theory capsules in chapters III and IV, the concept of change is central to two organizational approaches: the prospective and the global. There is, however, a significant difference between the two. In the former, change is seen as inherent to the constantly change nature of the relationship between the self and the environment. It is also intrinsic to the interaction between the self and the environment, which is modified over the years and in the course of events. In the latter, change is inherent to every situation, since the combination of the totality of a situation differs from one instant to the next. This alteration is not due to the evolution, over time, of the entities self and environment. It is instead related to the always new combination of the elements present in a given situation. Thus, in the global approach, change is not related, as in the prospective approach, to a continuous movement, whether this is linear, incongruous or chaotic. In the global organizational approach, the change refers little to the previous or subsequent situation. It is always momentary, and also always present without any warning of its outcome.

training is thus seen as a process that take place in a complex environment that includes many heterogeneous situations, interconnected with each other, and mostly importantly constantly in movement.

It should be recalled that, according to the other approaches (developed in the previous chapters), the culture of lifelong learning will be established more if the RRCSS:

- facilitate matching between adults and the educational or social environments (congruence organizational approach);
- make adults aware of *ad hoc* reciprocal effects between the self and the environment (inter-influence organizational approach);
- situate adults in the anticipated (and not *ad hoc*) reciprocal effects of the future realities of the self and of the environments (prospective organizational approach).

In the global organizational approach, the culture of lifelong learning will be established more if the RRCSS:

- make adults aware of the uniqueness of every event, that is, of an interpretation of this event based on the global nature of the elements that make it up at a specific moment.

As we will see below, adoption of the global organizational approach can be recognized in the specific behaviours of the RRCSS with the adults themselves, and also with the educational institution, the Ministère de l'Éducation, du Loisir et du Sport, the partners, including the working world and community organizations.

Theory capsule

This capsule is a brief presentation of the philosophical and psychological foundations of the global organizational approach.¹

In philosophical terms, the global approach is based in particular on Aristotle's concept of formal cause. In very accessible terms, it should first of all be mentioned that any type of Aristotelian cause (material, effective, final)² is included in the formal cause. "The causality of form does not eliminate any of the other questions (...) but (...) each of these questions pushed to their final extreme receives an appropriate response from the form."³ "While the [Aristotelian] causes are realized according to four irreducible types, it is nevertheless possible, often, not always, to recognize that the three first causes are the result of the single formal entity exercising, in

¹ This theory capsule repeats partially revised excerpts from Riverin-Simard, D. and Simard, Y. (2004) on the contextualizing strategy of career counselling, which itself belongs to the global organizational approach.

² It should be recalled that, the congruence, inter-influence, prospective and global organizational approaches are related respectively to the concepts of material cause, efficient cause and final cause. The global organizational approach includes, and determines in a way, the others approaches. This inclusion or this determination is realized, however, in a way that is always unique according to a specific moment and specific context. Thus, every time an event occurs, the global approach circumscribes the action of the other approaches, including that of the prospective approach, which introduces the orientation of the movement towards an end.

³ [Translation] (Bastit, 2002, p. 76)

addition to its determinative function, the determination of the efficient cause and the determination of the end."¹

"The [Aristotelian] final cause is the full realization of the form"² and "it is thus distinguished from the form in that it directs the efficient cause";³ but the form "must be carried by active agent [efficient cause] and a substance [material cause]."⁴ Similarly, according to Lavelle's interpretation of Aristotelian philosophy, "matter aspires to form, but under the action of the final cause, as shown in the text of *MétaPhysique*, A, 3, 983 a 32.⁵ Moreover, "relying only on the formal cause (...) is (...) unsatisfactory. It is not possible to either produce or create (...) [without] appealing to the driving cause [efficient cause] (...) and the driving cause is itself insufficient because it is necessary, not only to act, but to also possess the reasons for acting [final cause]."⁶ Hence the need for a formal cause to encompass the other causes. It is not linked to one particular component; it refers to a merged whole. "Form is (...) not (...) only one part of the whole but it is the whole itself."⁷

However, it must be pointed out that for "the four types of [Aristotelian] causes, their functional hierarchy [is expressed] according to the primacy of the final cause and their true unity [is situated] in the formal cause."⁸ This formal cause sanctions in a way various possible, but not unlimited, final causes. Sometimes, the context does not lend itself to it at all. This is among other things why the global approach, based on this concept of "formal cause," is centered on the pattern or the overall organization of a phenomenon in a particular context. Thus no hope is permitted, particularly in the processes of continuing education and training and career management, but nor is defeatist anticipation.

The global approach, based on the concept of Aristotle's formal cause, emphasizes four characteristics of the issues of continuing education and training.

1. The first is defined by the uniqueness of every event and its partly unpredictable nature.
2. The second is related to taking into account of the plausibility of positive or negative outcomes.
3. The third corresponds to the relativity of any subjectivity evaluation (for example, behaviours chosen by the person) which, by definition, does not at all exhaust the overall reality (for example, behaviours expected by the environment).
4. The fourth refers to the discrimination of the imputability for turns in events.

Let us look one by one these four characteristics.

¹ [Translation] (Bastit, 2002, p. 107)

² [Translation] (Bastit, 2002, p. 385)

³ [Translation] (Bastit, 2002, p. 385)

⁴ [Translation] (Bastit, 2002, p. 385)

⁵ [Translation] (Lavelle, 1991, p. 55)

⁶ [Translation] (Bastit, 2002, p. 37)

⁷ [Translation] (Bastit, 2002, p. 260)

⁸ [Translation] (Bastit, 2002, p. 384)

The uniqueness of every event and its unpredictable nature

The global approach proposes a synthesis, which is at once very particular, refined and demanding, of all previous achievements. This synthesis has proven to be very useful and even indispensable, especially during strategic moments during the various phases of continuing education and training. The global approach is considered not only very important, but essential in various areas of intervention and research.¹ The uniqueness of every event is one of the main characteristics, obviously distinguishing it from the approaches of congruence (chapter I), inter-influence (chapter II) and prospective (chapter III).

The global approach focuses on the particular aspect of the overall configuration that results from the integration of all the elements present: the person and his or her plan, the environment and its development plan, all at a specific moment and in a specific context. It includes the continuous construction of the individual's representation of the world, including at once the representation of the self and the representations of the environment, of the present moment, and of the specific context.

In the three other approaches, it should be recalled, the person and the environment are considered as separate entities that can be defined in and of themselves. These approaches are aimed first of all at making the person capable of clearly understanding the main elements: person and environment (chapter I), person-environment (chapter II) and developmental changes in person-environment (chapter III). The common goal of the various educational processes connected to these three approaches is therefore to perfect the anchor points of the person, which generally form the basis for the performance of the behaviours adopted during the process of continuing education and training.

The global approach sees these various anchor points very differently. It is not at all situated in a perspective of generalizing person-environment interrelations that are *ad hoc* (chapter II) or inscribed in respective developmental trajectories (chapter III). For the global approach, every event is unique, not made up of separate elements, but of elements that are essentially joined, forming a particular overall configuration. These elements cannot be defined in and of themselves; they must be understood in relationship to the context in which they are involved. In a continuing education and training activity, many elements combine to produce a special, unpredictable event. The actions and reactions of the persons involved, the rules and standards that govern their relationships, the relationship each of them has with the environment, and the temporal characteristics of this activity.

The taking into account of the plausibility of positive or negative outcomes

A second characteristic of the global approach concerns the result of this merger (person-environment-context-present-moment). But this result does not refer necessarily to the optimal

¹ (Werner, Brown and Altman, 2002)

development of the person or the organization, as was the case with the prospective approach. In fact, even though the prospective approach takes into account this optimal development, it does not include a predefined goal as such. The global approach refers rather to various possibilities of which certain are desirable (final cause) and others feared, unforeseen or improbable. It should be recalled that this final cause (optimal development) is necessarily included in the formal cause. For Aristotle, any cause is included in this formal cause.¹

The global approach is clearly distinguished from the prospective approach, in which the final cause is unavoidable.

However, the global approach has much in common with the dissensions, now classic in biology, related to theories of evolution. According to Darwin, the evolution of species tends towards an ideal final state: "The environmental species inhabiting this world have been modified, so as to acquire that perfection of structure and coadaptation which most justly excites our admiration."² Having criticized this theory as being associated with a moderate finalism (prospective approach), writers such as Gould,³ Oster and Wilson⁴ adopt the global approach and reply that of the four possibilities relevant to the orientation of species, only one corresponds to optimal adaptation.

In other words, by taking into account unforeseen outcomes, the global approach provides both the person and the environment with the possibility of experiencing change that does not necessarily correspond to an anticipated optimal development. This approach thus imposes, even more so than any other (the congruence, inter-influence, prospective and global organizational approaches), the need to consider the most diverse possibilities in the course of the pursuit of educational and vocational objectives (in the case of individuals) or socioeconomic development (organization, community).

The relativity of any evaluation

This relativity is another characteristic of the global approach. It emphasizes the following principle: while perceiving the presence of the global reality, individuals cannot grasp more than a part of this since they are located within this very context. This principle has been repeated many times in philosophy. For example, according to Lavelle, "each of us as only one perspective on the truth. There is no doubt a unity in the human consciousness, but one which needs to be achieved from the diversity of all human consciousnesses."⁵

This statement refers to the need to conceive of oneself and to conceive of the environment as each representing a group of factors that produce a specific event. The individual thus needs to

¹ [Translation] (Bastit, 2002).

² (1859, p. 3).

³ (1986)

⁴ (1986)

⁵ [Translation] (1991, vol. I, p. ix)

remember this: his or her perception of any event and the manner in which he or she should react are always fragmentary or incomplete. The same is true of the environment: for example, a negative assessment of his or her performance within an organization in no way eliminates the possibility of subsequently obtaining a positive assessment in another company. Thus, adults should, in order to attain their educational objectives, according to the global approach, be more conscious of the global nature of the situation. They will be able to do this if they perceive, in particular, the relativity of any situation.

Discrimination of the imputability for turns in events

Another characteristic of the global approach is related to the existential and sometimes agonizing question every adult is constantly confronted with: who (what) directs those active forces that create surprises, good or bad, in the outcomes of their efforts, which have nevertheless been planned in good faith by the adult, and with all necessary preparation? Chance, fate, social forces (the materialist explanation of things), a god (religious beliefs), an absolute being (and not some sort of deity) (metaphysical philosophical concepts)? Adults must find their own tendency among the choice of possible responses. They must in particular be able to discriminate the imputability for outcomes (predictable and unexpected) related to the attainment (total, partial or absent) of their educational and vocational objectives. In other words, they must be able to identify their spontaneous own reading of their share of responsibility, that of the environment (organization, educational institution), and that related to the global context (chance, a god venerated by a religion, an absolute being as conceived of by metaphysics).¹

In addition to these four characteristics of the global approach,² we could mention the following. In the field of psychology, the global approach is related to a vision defined as "the study of the changing relations among psychological and environmental aspects of holistic unities."³ Among the psychological theories related to the global approach, there are, according to Altman and Rogoff⁴ the ethnogenic perspective, Sarbin's contextualizing strategy, and the ethnomethodological traditions of Cicourel and Garfinkel. These also include, according to Altman and Rogoff,⁵ the dramaturgic analyses of social situations by Goffman, as well as certain aspects of

¹ These elements are related more specifically to a spiritualist educational philosophy in which the purpose of the training is to help adults construct a meaning for their sociovocational lives, taking into account the meaning they give to the relationship between them and the world (Riverin-Simard and Simard, 2004). Furthermore, many movements refer to adults' need to link their various educational and professional activities to a meaning that is their own. There are, for example, secular movements related to transpersonal psychology, to ethical questions, and to metaphysical reflection. There are also religious movements associated with widely varied religious beliefs. Moreover the whole perspective of multicultural continuing education and training multicultural stumbles over these specific, but very real, differences, with daily repercussions that are very delicate and very often sources of explosive reactions (Tsang, Bogo and George, 2003; Locke et Kiselica, 1999).[0]

² It should be recalled that the first is defined by the uniqueness of every event and its partly unpredictable nature. The second is related to taking into account of the plausibility of positive or negative outcomes. The third corresponds to the relativity of any subjectivity evaluation, which, by definition, does not at all exhaust the overall reality. The fourth refers to the discrimination of the imputability for turns in events.

³ (Stokols and Altman, 1987, p. 24)

⁴ (1987)

⁵ (1987)

Saegert's transformative model of change, Riegel's dialectical psychology and Lewin's psychological field theory.

While emphasizing the complex indissociability of the person-environment-context-present-moment, the global approach is also related to conceptions that are systemic (Von Bertalanffy), holistic (Capra) or ecological (Lewin). But it should be noted: according to all of these concepts, if one does not take into account the contexts in which the person is developing, one is then ignoring what is nourishing that person, what he or she lives and dies with. These concepts therefore emphasize the contexts within which the adult evolves and through which he or she merges, that is, confronts, interacts and evolves. If their postulates with respect to transcendence are highlighted, the global approach can also be linked to several schools of transpersonal psychology. On the other hand, if one instead emphasizes the development goals proposed by these schools of thought, one must then classify them in the prospective approach. Consequently, the global approach is also related to other concepts known by the following names: Pepper's *contextualism*,¹ Dewey and Bentley's *transaction*,² and Lyddon's *formal constructivism*.³

The global approach is also found in various other scientific disciplines. For example, modern biology defines cells and genes not as independent elements, but rather as intrinsic components combining in a unified, complex and constantly changing whole.⁴ This global concept is also related to certain currents of thought in physics, such as studies on high-velocity subatomic phenomena, including Einstein's famous work. This work concludes that, under certain conditions, mass and energy are interchangeable.⁵ The effects that occur when elements meet cannot be explained in terms of reciprocal actions between particles (inter-influence approach), because particles disappear. These effects are therefore observed as nodes, short-lived and changing, of energy and activity, materializing in an overall configuration merging all the particles present. This configuration is also expressed through energy patterns. Moreover, these configurations are not fixed; they are continually distributed and redistributed, generating varied forms. The global approach thus sees change and time as components intrinsic to phenomena. Change is a constant essential of this.

Applied to the RRCSS, the global approach sees continuing education and training, it should be recalled, as an ongoing process of merged interrelations in which the individual is constantly faced with new situations. The only constant is change. In addition, if each moment is distinct, it necessarily involves an unexpected and ambiguous aspect with which persons must come to terms if they want to be successful in their educational and vocational activities.

¹ (1942)

² (1949)

³ (1995)

⁴ (Altman and Rogoff, 1987).

⁵ Capra, 1986)

Organizational competencies (various examples)

Interventions with the individual

How should the RRCSS, having opted for a global organizational approach, work with the individual?

They seek to make adults able to apprehend situations globally. The adults also need to understand that it is not possible to perceive, at the same time, all of their components. Similarly, the RRCSS insist that continuing education and training aim to develop attitudes necessary to perceive the indissociability of all the aspects involved. They should also make adults aware of the perception of the temporary coexistence of the various elements of a given situation. Under the organizational approach, the RRCSS try to help adults become aware of the changing aspects of any situation and learn to adapt to that variability. In order to do this, they seek to make adults able to anticipate the inevitable presence of multiple unknown components in each of the next possible phases of work life.

More specifically, the RRCSS, using this global organizational approach, perceive adults as persons evolving in contexts each of which has a very particular flavour. For example, among the numerous dimensions contextual, they believe that "training must take account of the social realities of the learners and the environment, so that learners are able to satisfy the specific desires they had when embarking upon the course."¹ By taking into account a whole set of elements it will be possible to achieve a more exhaustive of demand in continuing education and training.

Under this organizational approach, the RRCSS thus emphasize the importance of making adults aware of the many representations that people have of the same situation in order to better put their own into perspective. This awareness also permits them to adopt more promising action strategies since they take into account the entire context. The RRCSS also help adults recognize their own spontaneous reading of the causes of events. For example, they insist on adding, in continuing education and training, objectives aimed at helping adults achieve an understanding of their own representation of the operative principles of action: chance or inevitability; social issues (materialist interpretations of events); a god (religious values) or an absolute being (philosophical and secular schools of thought on existence).²

The RRCSS avoid rigid planning. Using the global organizational approach, they help adults learn to leave a great deal of room for flexibility and spontaneity. They teach them to maintain

¹ (OECD, 2003, p. 175)

² This aspect of the multiple forms of spirituality is not part of various educational interventions. For example, according to Rossiter, "person-centered approach to career counselling in the 21st century requires the counselling professional to look at six specific impact areas: emotional, cognitive, physical, social, financial, spiritual" (2002, p. 277).

their vigilance and never take anything for granted. They invite them to always question an old reading of things. They seek to convince them never to stay locked into an old way of doing things. Because according to this approach, adults are never the same and are always entitled to a renewed look at themselves and the world. The RRCSS thus aim to help adults perceive two points in particular: no two situations are identical; it is important to avoid the trap of becoming fixated on previous assessments, which are most often outdated.

In keeping with the global organizational approach, the RRCSS are very attentive to the overall configuration of a process of continuing education and training. This process invariably includes a set of elements, each one of which is important to the overall configuration of a given situation. For example, "If adults... do not have external constraints (transport, child caring), feel that what they are learning is accessible and worthwhile, and realise that what they already know is valued and taken into consideration, then the incentive to enrol in a course and to follow it through is much greater."¹ The RRCSS emphasize the whole set of elements in which adults are immersed so they can better perceive the characteristics of their motivations for becoming involved in continuing education and training. "Adults are not in a situation of mandatory schooling and their voluntary decision to study is based on complex processes related to all sorts of awakening needs (personal, family and professional needs)."² The RRCSS are also attentive to any motivations of adults that are related to a desire to learn how to react in an *ad hoc* way to events. It should be recalled that any event inevitably entails a large share of uniqueness because of the intrinsically novel nature of any new situation.

Commitments to the educational institution

How should the RRCSS, under the global organizational approach, work with the educational institution?

They regularly remind the educational institution that continuing education and training is situated within a large complex set of human and social events that are constantly changing. This training goes far beyond the local. It is most often related to a much broader perspective. An integrated policy framework "makes adult learning, alongside initial education and training, a tool for achieving national goals of economic development and social cohesion."³

Under the global organizational approach, the RRCSS also remind the educational institution of the importance of always highlighting the global aspect of the reality of individual and collective events related to continuing education and training. "The fact is that a system has to be established, in which learner, teacher, course content and learning environment are properly matched. It is necessary to take account of a series of factors, which are all the more difficult to determine since they vary from one type of learner to another."⁴ According to the OECD, there

¹ (OECD, 2003, p. 161)

² [Translation] (Bélanger and Voyer, 2004, p. 77)

³ (OECD, 2003, p. 221)

⁴ (OECD, 2003, p. 162-163)

is a consensus here. "This is where the arguments about pedagogy and those about participation in learning activities converge: if people are to be persuaded to participate, the first step must be to take all the necessary measures to ensure that the instruction or training provided are appropriate."¹

This teaching can only be adapted if all elements are taken into account, according to the global organizational approach. Thus the RRCSS insist that the educational institution view the adult learner as a whole. Adults are therefore seen as the central element, indissociable from all the aspects of the reality present, while being in constant movement towards the unknown. Adults "are not seen mainly from the perspective of their vocational identity even though this is far from being ignored. Adults tend rather to be seen from a multidimensional perspective according to the various facets of their identities (personal, social, cultural and economic)."²

Under the global organizational approach, the RRCSS work to ensure that all bodies in the educational institution work together to provide a context that is avant-garde and facilitating with respect to continuing education and training. "Creating conditions favourable to learning... Every effort must be made to give the learner a setting that best suits them and the type of training they want. This point is relevant to everything associated with the course, whatever form the learning process may take."³ The RRCSS invite the educational institution to adopt, for example, administrative rules that leave a lot of room for spontaneity, originality and flexibility in the usual and tacit ways of doing things. They seek to promote, as part of institutional planning, an openness to tolerance for the unknown and the unavoidable of the unpredictable. They thus work to ensure so that the educational institution provides a more healthy academic environment, because it will include, at the same time, all these predictable and unpredictable elements.

The RRCSS regularly remind the educational institution that we all live in a changing world that requires, explicitly or implicitly, resituating ourselves quickly with respect to these new elements. What is at stake is the quality of continuing education and training and especially its effectiveness. It should be recalled that the very *raison d'être* of continuing education and training is, according to the global organizational approach, to prepare these adults to be, in a way, social actors of the unique. In addition, the RRCSS insist that the educational institution take into account more forcefully adults in the context of socio-economic realities, which are both multiple and complex. "The perspective on training in the school boards... is rather one of validation of broad social integration."⁴

Under the global organizational approach, the RRCSS make the educational institution aware of the need to constantly renew the knowledge to be transmitted given the constantly changing context of the knowledge economy. Because "considering the options for improving the life of

¹ (OECD, 2003, p. 163)

² [Translation] (Bélanger and Voyer, 2004, p. 72)

³ (OECD, 2003, p. 181)

⁴ [Translation] (Bélanger and Voyer, 2004, p. 72)

the individual, it would be preferable, in a changing world, to have the means to acquire new knowledge rather than to be restricted to the same old knowledge, acquired during the initial stage of education... Knowledge quickly becomes obsolete."¹ The RRCSS remind the educational institution of the importance of adjusting teaching methods to contexts that are both specific and constantly changing. "It is necessary to take account of variables that are external to the learner and also appreciate the influence of the overall learning context – which complicates still further the search for appropriate methods and techniques that will guarantee effective learning."² For example, the RRCSS insist that the educational institution accept a broader adoption of "a modular adaptable pedagogical method."³

Functions with the Ministère de l'Éducation, du Loisir et du Sport

How should the RRCSS, once they have opted for a global organizational approach, work with the Ministère de l'Éducation, du Loisir et du Sport?

They are constantly vigilant. They want the Ministère de l'Éducation, du Loisir et du Sport have available all relevant information required to adjust to novel aspects of current events. As witnesses to the experiences of adults, they can grasp the indicators of certain emerging social movements. They thus transmit to the Ministère elements that are likely to change the overall configuration of the lives of citizens. This information calls for major restructuring of ministerial policies in the area of continuing education and training. The government needs to be attentive to these social movements. In fact, the adults taking part in continuing education and training activities come out of these social movements and return to work in them. The RRCSS thus make their contribution to the Ministère de l'Éducation, du Loisir et du Sport so that the Ministère is always equal to the social mission it has been charged with.

Under the global organizational approach, the RRCSS see events as always have a particular meaning in time and according to the socio-historical context in which they occur. On the basis of this concept, they urge the Ministère de l'Éducation, du Loisir et du Sport to propose policies in which taking this overall context into account is a priority. Moreover, a certain movement in this direction has already begun. "Although different forms and patterns of institutional arrangements exist in adult learning across OECD countries, there is a general trend towards a more holistic approach to adult learning... These developments have stimulated a shift from the concept of adult education towards that of adult learning, in a more systemic adult-centred view."⁴ This approach "includes the diversity of demand for and supply of learning opportunities as part of a whole system. It... includes all the different types of learning that adults undertake. It also covers the multiplicity of objectives that adults may have in learning, be it for professional, personal or social reasons."⁵

¹ (OECD, 2003, p. 164)

² (OECD, 2003, p. 165-166)

³ (OECD, 2003, p. 179)

⁴ (OECD, 2003, p. 73-74)

⁵ (OECD, 2003, p. 74)

The RRCSS entirely support this movement in the countries of the OECD. Under the global organizational approach, they regularly pressure the Ministère de l'Éducation, du Loisir et du Sport to establish global policies that will make it possible to deal with novel elements in continuing education and training. To do this, they point out to the Ministère their agreement with respect to "The need for policy to be formulated and implemented on a 'joined up' basis."¹ And they point out, with the OECD, that this coordination "follows from the complementarities between levels of education, between formal education and learning at work, and from the importance of expectations and family and social background factors in generating successful lifelong learning outcomes."²

In keeping with the global organizational approach, the RRCSS emphasize with the Ministère de l'Éducation, du Loisir et du Sport the crucial importance of taking into account contextual conditions. This is essential even with the operational elements of policies. Let us look at, for example, the choice of teaching methods and content. "Decisions must always be taken in a given context... it becomes increasingly apparent that there is no ready-made pedagogical/andragogical method applicable in all cases."³ This absence of universal validity can be explained by "pedagogical... methods [that] fall within the field of 'action theory', where it is acknowledged that accurate modelling is never possible... decisions must always be taken in a given context."⁴ This in particular is why, "although they face similar problems (restructuring, globalisation, unemployment and exclusion *inter alia*, each country employs different training models and techniques, which are diversified still further at local level and from one training provider to another."⁵

The RRCSS help the Ministère de l'Éducation, du Loisir et du Sport become familiar with the particular history and context of each administrative region in Québec. According to the global organizational approach, it should be recalled, continuing education and training and the adults themselves must be seen as central elements, of course. But these elements cannot be understood except with the simultaneous perception of a broad multidimensional context. "The choices made in the learning field and the resulting systems are first determined by the history, the culture and the geographical, economic, social and political conditions in each country."⁶

In keeping with this global organizational approach, the RRCSS urge the Ministère de l'Éducation, du Loisir et du Sport to ensure that policies in the area of continuing education and training are concerned with intervening directly in the particular socio-economic and cultural context of a given region. In fact, "any learning initiative requires a favourable environment, one that is conducive in its socio-historical, economic, political and cultural aspects."⁷ Furthermore,

¹ (OECD, 2001, p. 142)

² (OECD, 2001, p. 142-143)

³ (OECD, 2003, p. 166)

⁴ (OECD, 2003, p. 166)

⁵ (OECD, 2003, p. 166)

⁶ (OECD, 2003, p. 166)

⁷ (OECD, 2003, p. 166)

according to the OECD, this necessity "is certainly the most obvious one, implicit in all cases and independent of time or place. It concerns society as a whole, the state, and the nation in which a policy of promoting adult learning is contemplated."¹

The RRCSS seek to intensify the links between their academic environment and the Ministère de l'Éducation, du Loisir et du Sport. Under the global organizational approach, they aim for enhanced cooperation in the area of continuing education and training. No single body, as distinguished as it might be (in particular by the qualifications of its members), can alone perceive everything; it can only imagine one part of the overall reality. Consequently the RRCSS remind the Ministère of the need to constantly renew their representation of the overall context. For example, a coordinated approach requires a balance among the various elements of a whole. This is a balance "between a top-down approach – in which governments define structures and financing procedures – and a bottom-up approach that enables local actors to provide feedback on problems they face and innovative solutions that they have found to try to solve them."²

Under the global organizational approach, the RRCSS recall the need "to examine the... different views of what adult learning involves – including formal, informal and non-formal learning, learning for personal and professional reasons, full time or part time."³ This diversity of continuing education and training entails advantages but also challenges. "Taking into account of all that adult learning implies is an important issue in public policy making because of the wide range of needs to be addressed and the range of actors and policy areas that are involved."⁴ Consequently the RRCSS emphasize regularly with Ministère de l'Éducation, du Loisir et du Sport the importance of taking into account all the complex, disparate and often novel elements of continuing education and training, even though this perspective entails obstacles. This is the price of progress. "Adult learning is not a new idea, but one that has been evolving for centuries."⁵

Working with partners

How should the RRCSS, under global organizational approach, work with partners?

They propose, in their contacts with partners, an understanding of continuing education and training based on a global approach. They do this in order to facilitate coordination with the partners. This holistic concept makes it possible to include many facets of adult learning. "In contrast to the fragmented approach... a holistic approach -- encompass[es] both formal and informal learning as well as general education, vocational education and enterprise training."⁶ In agreement with the OECD, the RRCSS recognize that this coordination "needs to occur within

¹ (OECD, 2003, p. 166)

² (OECD, 2003, p. 221)

³ (OECD, 2003, p. 21)

⁴ (OECD, 2003, p. 21)

⁵ (OECD, 2003, p. 21)

⁶ (OECD, 2003, p. 221) [0]

government; as well as between government and a wide range of non-government actors such as employers, trade unions, private and public educational institutions, and community groups.¹ The RRCSS thus emphasizes with their partners need to apprehend the reality of continuing education and training as part of a larger whole. According to the global approach, no single body alone can perceive the totality, since it can only imagine one part of the overall reality.

Under the global organizational approach, the RRCSS work closely with partners in order to better perceive all the components (goals and operations) of continuing education and training. Similarly, they support the conclusions of the OECD, which are the result of a major survey carried out with partners. "What is adult learning? The concept... adopted... encompasses all education and training activities undertaken by adults for professional and personal reasons."² The RRCSS are in agreement with this global approach to continuing education and training, since they are directly involved in the global organizational approach.³ Especially, this global approach to continuing education and training gives partnership a central role since it "includes general, vocational and enterprise based training."⁴ In fact, in the nine countries that took part in the OECD study, "there is a broad range of possibilities provided by the public and the private sector, education institutions, firms, commercial organisations, NGOs and other community organisations."⁵

The RRCSS play a leadership role with respect to the partners. Under the global organizational approach, they attempt to convince these partners of the need for them all to define themselves⁶ as being situated essentially in shifting circumstances that require, in and of themselves, an ongoing review of their own representations of things. They attempt to instill in partners a multi-dimensional vision of continuing education and training. They also try to get them to recognize more the major importance of preparing the adults for the unique. They propose that they offer adults programs to educate them in the perception of the totality of any given situation even if they are not immediately aware of all the elements of this unique whole.

The RRCSS work with partners in order to better understand a major problem. This is a matter of identifying the reasons for the absence of large groups in population from continuing

¹ (OECD, 2003, p. 221)

² (OECD, 2003, p. 8)

³ The issue of the absence of large sub-groups of the population raises questions for the RRCSS in various ways. Under the prospective organizational approach (chapter III), the RRCSS asked themselves, for example: Why are the absent adults those in various phases of life who are facing a context in permanent evolution? In particular, how can these sub-groups that are going through various transitions in life in the knowledge economy be approached? On the other hand, if they adopt the global organizational approach, the RRCSS deal with this problem of the absence of social sub-groups from the perspective of various gaps in a global reality. Why are the elements of the societal whole absent from an important social movement of lifelong learning? In particular, how can we avoid this absence, these gaps, which can have considerable harmful consequences of the evolution of society? Because, it should be recalled, this evolution of society is taking place, for better or for worse, in a knowledge economy where knowledge is the primary resource.

⁴ (OECD, 2003, p. 8)

⁵ (OECD, 2003, p. 8)

⁶ (Partners, educators, adults)

education and training activities.¹ "Why were there not more recently retired people in the groups of students who took part in the survey? In addition, where are the even older persons who left the labour market a long time ago? Moreover, where are the forty-year-old adults who would like to study part time and homemakers who would enjoy going to school?"² Under the global organizational approach, the RRCSS raise questions with partners on this absence of large sub-groups of the population from continuing education and training activities. They insist that this questioning be carried out with partners in order to ensure that the problem is dealt with simultaneously in its many dimensions. Furthermore, this absence is surprising since "the organization of the labour market today, which includes more and more persons working part time and on contract, offers people free time, opening up new possibilities for training."³ In addition, the following question arises: "with information technologies, why are adults not taking advantage more of the many opportunities to study by means of distance education, for example?"⁴

Under the global organizational approach, the RRCSS make partners aware of the need to translate government requirements in the area of continuing education and training so that they can be adapted to local circumstances or the immediate context. "Where there is a general national policy to promote adult learning, it is admittedly necessary for actors and decision makers at other levels of political and public life to be able to adapt the general policy of the country to more local requirements."⁵ The RRCSS share the view of the OECD, according to which this taking into account is related to "the companies established, the population and the levels of affluence."⁶ They take into account more the many contextual elements that constitute the issues for partners. "The adult education and training market is fragmented and highly segmented, and often dominated by a few large public institutions."⁷

Working with labour market partners

How should the RRCSS, once they have opted for a global organizational approach, work with labour market partners?

¹ It should be recalled that various organizational approaches are concerned with the absence of certain social sub-groups from continuing education and training activities. The specific characteristics of the global organizational approach are related to an overall configuration of social reality. The whole of society can never have the same overall configuration if large wide segments of that totality are absent from the lifelong learning movement. Unlike the prospective organizational approach (chapter III), the RRCSS under the global organizational approach (chapter IV) show this concern with respect to the incomplete evolution of adults according to their phases in life and their interaction with the evolution of any given socio-economic setting. Unlike the congruence organizational approach (chapter I), for the RRCSS using the global organizational approach, lack of information transmitted to social sub-groups who risk failing to match with the educational environments is not a priority concern. Finally, unlike the inter-influence organizational approach, the RRCSS associated with the global organizational approach (chapter IV) are less concerned with the quality of the interaction between these sub-groups of adults and society, including educational institutions.

² [Translation] (Bélanger and Voyer, 2004, p. 82)

³ [Translation] (Bélanger and Voyer, 2004, p. 82)

⁴ [Translation] (Bélanger and Voyer, 2004, p. 82)

⁵ (OECD, 2003, p. 167)

⁶ (OECD, 2003, p. 167)

⁷ (OECD, 2003, p. 206)

They always seek to perceive (or transcend), both their own point of view and that of the partner (e.g., its educational values). They are thus very attentive to the content of the constant changes in the labour market. With their partners, they process these changes as new elements to be included in their perception of the overall phenomenon of continuing education and training. As we know, "skill requirements are changing... the... rapid rate of technical change has raised the skill requirements of most jobs."¹ Furthermore, "not only has the demand for high tech jobs increased, but the rapid rate of change has placed a premium on flexibility."²

Under the global organizational approach, the RRCSS are also on the look-out for any new global movement in the socio-economic reality. Furthermore, "a high proportion of adult learning focuses on professional upgrading, as the enterprise is one of the main catalysts of training."³ This constant quest for transcendent information⁴ also make it possible for RRCSS to suggest to adult learners educational activities that are better suited to them by taking into account the constantly changing overall situation in the labour market. This constant quest for information on trends make it possible to propose to the various labour market partners recommendations that are likely to help adults constantly adjust to variations in the labour market, which are most often unpredictable. It should be recalled that, the primary objectives of continuing education and training, under the global organizational approach, include learning related to the perception of the global reality and the management of uniqueness.

The RRCSS take into account all the partners connected to labour market in order to better identify the expression of demand in the area of continuing education and training. "This predominance of supply strategies can explain why some groups of learners, in particular adults with low qualifications,⁵ lack training opportunities."⁶ The main reason is related to the fact that "their demand does not reach the market and therefore cannot be taken into account."⁷ The RRCSS point out that "the problem is how to find a way of enabling this group to express its needs and to stimulate an appropriate provision of training. This means finding mechanisms that will make it possible to better understand supply and demand for training."⁸ Similarly, the RRCSS are in agreement with making a proposal that takes into account a larger whole, as called for by the global organizational approach. This suggestion is the following: "one possibility is to move towards greater decentralization regarding the choices made by the co-investors constituted by firms and employees... and by asking training institutions not only to provide a catalogue of classes but also customised courses."⁹

¹ (OECD, 2001, p. 18-19) [0]

² (OECD, 2001, p. 19)

³ (OECD, 2003, p. 9)

⁴ The RRCSS under the global organizational approach rely on comprehensive information. The RRCSS using the congruence organizational approach are concerned with specific, detailed information.

⁵ (Little education)

⁶ (OECD, 2003, p. 207)

⁷ (OECD, 2003, p. 207)

⁸ (OECD, 2003, p. 207)

⁹ (OECD, 2003, p. 207)

Under the global organizational approach, the RRCSS take into account the requirements of flexibility characteristic of the industrial sector. This organizational approach aims among other things at ensuring that continuing education and training helps adults become aware of novel configuration of any educational or vocational situation and learn to adapt to variability. Furthermore, "new approaches to the organisation of work place a premium on flexibility, adaptability, continuous learning, and the ability to transfer experience and skill development between activities."¹

Working with community partners

How should the RRCSS, once they have opted for a global organizational approach, work with community partners?

The RRCSS will draw from the rich resources in the community organizations. These organizations represent an inexhaustible source that will permit them to always be on the lookout for new situations and the almost infinite diversity of training demands. Community organizations possess a particular dynamism. They constitute ideal sites for the expression of social problems and the multidimensional phenomena of adult learning. In addition, they are places for expression that generate elements resulting in constant reconfiguration of the societal whole.

In collaboration with community organizations, the RRCSS contribute more intensely to expanding the answers to major questions, such as: what is continuing education and training? what is adult learning? Under the global organizational approach, the RRCSS is responsible for a very great openness with respect to adult learning, but does so within the limits of basic respect for this concept. Not every activity corresponds to adult learning, and not every intervention can be recognized as being continuing education and training. The community partners can considerably broaden the concept the continuing education and training (formal, non-formal, informal). But, the RRCSS remind us, these community organizations should also maintain this concept within acceptable guidelines.

Under the global organizational approach, the RRCSS propose to the community organizations that they themselves envisage continuing education and training in an overall perspective. They thus suggest a certain transcendence in their concept of training. This invitation seems all the more urgent for these sectors, since they frequently work outside the formal aspects of learning.² The RRCSS seek, incidentally, to help community organizations better perceive the nature of this informal learning, which can better respond to certain demands in continuing education and training. For example, seniors, more and more numerous in our Québec society, may have informal training demands that are quite varied and will perhaps approach community organizations to meet those demands. "Everything indicates, with demographic and technological changes, that many older persons wish to study without finishing a complete training

¹ (OECD, 2001, p. 19)

² Formal learning usually takes place, it should be recalled, in educational institutions and economics-based for-profit organizations.

program."¹ Unfortunately, "this kind of demand, related to training demands with cultural, personal or vocational aims, with no prospect of graduation"² is seldom accepted in education institutions.

The RRCSS also invite community organizations to demonstrate innovation in teaching and considerably expand the methods of learning. Under the global organizational approach, they seek to keep in contact with these community partners in order to advise them more on the various process of innovation in teaching. They push back the boundaries of what is possible in a way in their partnership with community organizations. However, they emphasize on the following fact: even though these boundaries are expanding, they continue to exist;³ these are the boundaries of the overall configuration of a moment.

Under the global organizational approach, the RRCSS inform the community organizations on the expanded possibilities for collaboration that they are permitted to envisage. They also inform them of their limits. Because the institutional mission of every structure (e.g., the RRCSS, community organizations) circumscribes in a way the intensity of possible joint action. "Each institution has its own mission and is specific action priorities. Each one must deal with its own resources, its mechanisms and constraints."⁴ These respective institutional missions delimit the possibilities for collaboration. In fact, "perspectives... with respect to training differ."⁵ This state of affairs "has repercussions on the process of the expression of demand."⁶ Every organization has its structure, its philosophy, its own organizational approach, its clientele. Under the global organizational approach, the RRCSS thus invite community organizations to have very great hopes for their partnerships. But they also caution them on the limits of these possibilities.

In short, the RRCSS invite community organizations to perceive the global reality in order to bring out the possible and the novel elements in the area of continuing education and training. But this pushing back of the boundaries does not, however, erase them. The RRCSS recall that magnitudes and limits remain, both with respect to the scope of the collaboration with community organizations, the broadening or the fragmentation of the concept of adult learning, and with respect to the creation of new teaching methods that respect human intelligence and the responsible citizen.

¹ [Translation] (Bélanger and Voyer, 2004, p. 83)
² [Translation] (Bélanger and Voyer, 2004, p. 83)

³ Moreover, it should be recalled that (see theory capsule), Aristotle's formal cause forms the basis for the global organizational approach. This cause sanctions many possible final causes (certain very diverse hopes for the direction of evolution). But these final causes, as numerous and diverse are they are, cannot be unlimited. They are in a way delimited by the very principle of formal cause, that is, by the overall configuration that corresponds to a precise moment.

⁴ [Translation] (Bélanger and Voyer, 2004, p. 71)

⁵ [Translation] (Bélanger and Voyer, 2004, p. 71)

⁶ [Translation] (Bélanger and Voyer, 2004, p. 71)

Questionnaire guide

A list of organizational competencies is proposed here. It is drawn from the discussion above. A (organizational skill to be improved) or D (organizational skill to be developed) should be entered, where applicable, under each of the statements. If these statements are not applicable, write nothing.

1. The RRCSS remind adults that every situation is unique. They are interacting with a specific educational environment, at a precise moment and in a particular context, and they never quite go through the same experience from one instant to the next.
A D
2. The RRCSS make adults aware of the many representations that people have of the same situation in order to: put their own into perspective; take into account the entire context; then adopt more promising action strategies.
A D
3. The RRCSS are attentive to any motivations of adults that are related to a desire to learn how to react in an *ad hoc* way to any event. They therefore help adults better identify their own spontaneous reactions. They also inform them of their limits, and the means to enrich them.
A D
4. The RRCSS are very attention to the uniqueness of any training demand.
A D
5. The RRCSS aim to ensure that adults are able to define themselves as central, important elements, but acting within an overall set of elements of which the global configurations are always unique in themselves.
A D
6. The RRCSS ensure adults are able to develop flexibility with regard to events, which will always have an aspect of unpredictability.
A D
7. The RRCSS help adults to do a quick summary reading of the whole set of circumstances within which they find themselves.
A D

8. The RRCSS aim to help adults achieve an understanding of their own representation of the operative principles of action: chance or inevitability; social issues (materialist interpretations of events); a god (religious values) or an absolute being (philosophical and secular schools of thought on existence).
A D
9. The RRCSS insist that continuing education and training aim to develop attitudes necessary to perceive the indissociability of all the aspects involved.
A D
10. The RRCSS recommend to adults how to avoid rigid planning in order to leave a great deal of room for flexibility and spontaneity.
A D
11. The RRCSS propose to adults that they question any reading of things that seems outdated in order to: allow new interpretations that better take into account the current situation to emerge; and, especially, not to remain trapped in old ways of doing things.
A D
12. The RRCSS are aware of the importance of the whole set of elements in which adults are immersed so they can better perceive the characteristics of their motivations (current and potential) for becoming involved in continuing education and training.
A D
13. The RRCSS are very attentive to the overall configuration of a process of continuing education and training.
A D
14. The RRCSS invite the educational institution to adopt administrative rules that leave a lot of room for spontaneity and flexibility.
A D
15. The RRCSS work to ensure so that the educational institution provides an academic environment that leaves more room for the unpredictable.
A D
16. The RRCSS remind the educational institution of the importance of adjusting teaching strategies to contexts that are always specific and changing.
A D

17. The RRCSS work to ensure that their own services, as well as all those of the educational institution, produce a context that includes the many realities related to continuing education and training.
A D
18. The RRCSS emphasize, within the educational institution, the importance of constantly recalling the global aspect of the reality of events¹ related to adult learning.
A D
19. The RRCSS work with the Ministère de l'Éducation, du Loisir et du Sport to remind it that events as always have a particular meaning in time and according to the socio-historical context in which they occur.
A D
20. The RRCSS ensure that the Ministère de l'Éducation, du Loisir et du Sport have available all relevant information required that will permit it to adjust to constantly changing current events, and thus be always equal to the social mission it has been charged with.
A D
21. The RRCSS pressure the Ministère de l'Éducation, du Loisir et du Sport to establish broader policies that will make it possible for them to deal with the novel elements that constantly arise in continuing education and training.
A D
22. The RRCSS remind Ministère de l'Éducation, du Loisir et du Sport of the crucial importance of taking into account the totality of contextual conditions in the choice of teaching methods and content.
A D
23. The RRCSS help the Ministère de l'Éducation, du Loisir et du Sport become familiar with the changing characteristics of the specific context of each administrative region in Québec.
A D
24. The RRCSS emphasize, during contacts with their partners, a global approach in the understanding of continuing education and training.
A D

¹ (Individual or collective)

25. The RRCSS reinforce the global vision of continuing education and training through their contacts with community organizations. This global perspective is related to the totality of the reactions of learners in various settings.
A D
26. The RRCSS attempt to instill in partners a multidimensional vision of continuing education and training.
A D
27. The RRCSS seek to remind their partners of the need to define themselves, each and everyone (partners, educators, adults), as being situated in shifting circumstances. They also remind them that these circumstances require, in and of themselves, an ongoing review of their own representations des things.
A D
28. The RRCSS work closely with partners in order to have an overview of the socio-economic context and the role continuing education and training should play in it.
A D
29. The RRCSS work with partners in order to: try to better understand the global reality of a given culture; perceive the reasons for the absence of certain sub-groups from continuing education and training activities, from the perspective of a reading of that global reality.
A D
30. The RRCSS seek to work closely with partners so that, together, they express, in collaboration, national demand in the area of continuing education and training, taking into account the local characteristics of certain specific contexts.
A D
31. The RRCSS are careful to take into account a whole set of economic and industrial factors in order to better help the expression of demand in the area of continuing education and training.
A D
32. The RRCSS play a role as educator with those in charge of continuing education and training in the work place, emphasizing more awareness of the global aspect of the reality events related more particularly to continuing education and training.
A D
33. The RRCSS make an effort to transcend their own point of view and that of the partner.¹
A D

¹ (E.g., its educational values)

34. The RRCSS contribute, thanks to their partnership with in particular community organizations, to expand the answers to major questions, such as: what is continuing education and training? what is adult learning? The RRCSS recall, at the same time, that this expansion must, however, occur within guidelines that respect adult learning.
 A D

35. The RRCSS seek to help community organizations better understand the nature of this informal learning, taking into account the many facets of individual life within a constantly changing socio-economic context.
 A D

36. The RRCSS invite community organizations to perceive the global reality in order to be able to, with them, do a more collaborative reading of the emergence of what are possible and novel aspects in the area of continuing education and training.
 A D

If the frequency of answers is high,¹ either with respect to the organizational competencies to be improved (A) or to be developed (D), it should be concluded that the RRCSS should² adopt, solely or in complementarity, the global approach. It is particularly important to read more attentively the following sections on the secondary and core competencies that the members of the RRCSS staff must themselves develop so that the organization, as a whole, can harmonize itself with the desired organizational competencies.

Secondary competencies required by the staff (various examples)³

In order to achieve the organizational competencies required by the global organizational approach, the RRCSS staff should possess certain competencies that we call individual secondary competencies. As mentioned above, these correspond to those required in the knowledge economy in which the individual is "considered not only to be actor but also an author."⁴ We call them secondary since they do beyond the primary ones, while being based on them. They refer in particular to experiential knowledge, which is drawn on more and more. They are more general in nature. They are valid for all the approaches. Nevertheless, they require a particular application that must be redefined according to the goals inherent in this global organizational

¹ We suggest the following calculation method: 1. add up the As and Ds; 2. calculate the % of this total, i.e., multiply the number obtained by 100, then divide by the total number of items. The percentage obtained should then be compared with the questionnaire guides in the other chapters.

² We suggest answer this questionnaire guide as a group. Otherwise each member of the staff can fill it in individually. Calculating the average of the percentages obtained can give an indication of the approach (approaches) to be favoured.

³ The text in the sections entitled "Secondary competencies required" is more or less similar in chapters I, II, III and IV.

⁴ [Translation] (Le Boterf, 2004, p. 49)

approach, which will be chosen by the RRCSS. These required secondary individual competencies are related to: knowing how to act and react appropriately;¹ knowing how to combine resources and mobilize them in a context;² knowing how to transpose;³ knowing how to learn and learn to learn;⁴ knowing how to commit oneself.⁵ In particular, these secondary individual competencies require the mastery of a whole series of individual core competencies. Because, "to be able to combine and mobilize these resources... it is necessary to first of all possess them."⁶

Core competencies required for the staff (various examples)⁷

Under the global organizational approach, the members of the RRCSS staff should have in particular four basic skills (A, B, C, D), which in turn include components related either to knowledge or know-how. In the reading of these competencies, close attention must be paid to the highlighting their differences, in spite of certain similarities in the formulation.

A. The members of the RRCSS staff should be should be able to educate adults to develop skills in managing unpredictability, perceiving the relativism of events, and sharing accountability and responsibility for turns in events in training.

In terms of knowledge to be mastered, this competency A includes in particular the following components. The RRCSS staff should know:

- the global concept of continuing education and training;
- the sociooccupational categories according from a historical and cultural perspective;
- the aptitudes necessary to perceive the indissociability of all the aspects involved.

In terms of skills to be mastered, this competency A includes in particular the following components. The RRCSS staff should be able to help adults:

- perceive more acutely the place of their continuing education and training in a world filled with complex events, that are interconnected and continuously changing

¹ That is, "knowing what to do; knowing how to go beyond what is prescribed; knowing how to make urgent choices; knowing how to arbitrate, negotiate, decide, and knowing how to follow up with actions in accordance with goal" [translation] (Le Boterf, 2002, p. 112).

² This knowledge is related to "knowing how to build competencies from resources, knowledge that takes advantage not only of its integrated resources (knowledge, know-how, qualities) but also resources in their environment" [translation] (Le Boterf, 2002, p. 112).

³ That is, "knowing how to memorize many situations and model solutions, knowing how to step back, operate on two tracks; knowing how to use their metaknowledge to design a model; knowing how to identify and interpret context indicators, knowing how to create the conditions for transposability using transferable patterns" [translation] (Le Boterf, 2002, p. 112).

⁴ This knowledge is related to "knowing how to draw lessons from experience, knowing how to transform their action into experience, knowing how to describe how one learns, knowing to function in a double learning loop" [translation] (Le Boterf, 2002, p. 112).

⁵ That is, "knowing how to commit one's subjectivity, knowing how to take risks, knowing how to undertake projects, professionals ethics" [translation] (Le Boterf, 2002, p. 112).

⁶ [Translation] (Le Boterf, 2004, p. 151).

⁷ (Heading to be completed locally)

- apprehend situations globally;
- become aware of the global aspects of the reality of events related in particular to their continuing education and training;
- perceive the need to represent the world as complex and multidimensional;
- understand that different situations are never identical;
- become aware of the changing aspects of any situation and learn to adapt to that variability;
- anticipate the inevitable presence of multiple unknown components in each of the next possible phases of their academic paths;
- become aware of the importance of making an effort to discover both the points of view of others and their own during educational activities;
- perceive the temporary coexistence of the various elements of a given situation;
- negotiate with the novelty of every particular circumstance;
- develop a tolerance for the ambiguity of situations;
- identify their spontaneous reactions to unexpected turns of events;
- avoid the trap of a rigid reading of events based on previous assessments, which are most often outdated and not very relevant;
- understand that events always take on a particular meaning over time and according to the socio-historical context in which they occur;
- realize that they cannot perceive everything, since they can imagine only one part of the overall reality;
- respect their educational values while representing overall those of others, colleagues and officials;
- become aware of the many representations that people have of the same situation;
- improve their ways of reacting to the weight of contingencies in the realization of continuing education and training projects.

Likewise, the RRCSS staff should be able to:

- select objectives, identify strategies in order to re-evaluate continuously their objectives, values, interests and vocational decisions.

B. The members of the RRCSS staff should be should be able to educate adults to develop skills in managing unpredictability, perceiving the relativism of events, and sharing accountability and responsibility for turns in vocational and community events.

In terms of knowledge to be mastered, this competency **B** includes in particular the following components. The RRCSS staff should know:

- the relatively chaotic appearance of social movements at the local, regional or world levels;
- the concepts of representations of economic and community collectives and the flexibility required to read those representations given the constant novelty of situations;

- the types of explanations of the content of vocational or community events that adults experience as well various categories of causes they may attribute to them;
- the concepts of the uniqueness of any set of socio-economic conditions
- demographic movements and their implications for the daily experiences of adults vocationally and in community terms.

In terms of skills to be mastered, this competency B includes in particular the following components. The RRCSS staff should be able to help adults:

- better identify their own interpretation of active forces: chance, inevitability, social forces (materialist explanations of things); a god (religious beliefs); an absolute being (philosophical concepts of being or the act of being);
- perceive more acutely the place of their working lives in a world filled with complex events, that are interconnected and continuously changing;
- becoming aware of the global aspects of the reality of events related in particular to their lifelong learning and their career management;
- becoming aware of the changing aspects of any vocational or community situation and learn to adapt to that variability;
- anticipating the inevitable presence of multiple unknown components in each of the next possible phases of work life or community life;
- becoming aware of the importance of making an effort to discover both the points of view of others and their own during vocational activities;
- respect their vocational values while representing overall those of other, colleagues and officials;
- improve their ways of reacting to the weight of contingencies in the realization of vocational life projects.

Likewise, the RRCSS staff should be able to:

- encourage the development of a community perspective in always conditions that are always novel;
- develop with the community an action plan that takes into account constantly changing economic, social, educational and employability objectives.

C. The members of the RRCSS staff should be make the educational environment able to perceive the importance, for adults, of developing skills in managing unpredictability, perceiving the relativism of events, and sharing accountability and responsibility for turns in training events

In terms of knowledge to be mastered, this competency C includes in particular the following components. The RRCSS staff should know:

- the limits of intervention in any given context;
- all of the different dimensions of continuing education and training;
- the role of adults and other factors (cultural, environmental and social) involved in the constantly renewed process of continuing education and training;

- intercultural education or continuing education and training in Quebec, in North America and in Europe.

In terms of skills to be mastered, this competency C includes in particular the following components. The RRCSS staff should be able to:

- foresee incongruous learning situations in order to permit the integration of competencies in varied contexts;
- create conditions so that the adults become involved in the unknown of problem situations, and meaningful tasks or projects, taking into account their cognitive characteristics;
- collaborate with the teaching team in the integration of arrhythmic, non-linear and impromptu progress;
- participate in the development and the implementation of various alternative education plans to deal with the unforeseen;
- intervene, taking into account simultaneously the clientele, colleagues and different hierarchical bodies, as well as the context (institutional framework of the continuing education and training environment).

D. The members of the RRCSS staff should be able make the educational environment able to perceive the importance, for adults, of developing their skills in managing unpredictability, perceiving the relativism of events, and sharing accountability and responsibility for turns in training events.

In terms of knowledge to be mastered, this competency D includes in particular the following components. The RRCSS staff should know:

- relationships between continuing education and training, work, personal life, employment and the socio-cultural context of the moment;
- components of a micro or macro-economic perspective that have repercussions both for employers and employees.

In terms of skills to be mastered, this competency D includes in particular the following components. The RRCSS staff should be able to:

- create conditions so that the adults become involved in the unknown of problem situations, and meaningful tasks or projects, taking into account their emotional and social characteristics.

Summary

For the global organizational approach, every situation is unique. Continuing education and training is seen as a constant dynamic of merged interrelations in which adults must continually negotiate with unique events. Its primary objectives are learning related to the perception of the global reality and the management of uniqueness.¹ Thus, the global organizational approach is based on following postulate. The more adults have a representation of the novel in each situation, the more they are able to improve and renew their representation of events, of things and of the world, and the more they are able to make progress and succeed in their educational activities in ways that are appropriately relevant for both them and the community. Continuing education and training is thus seen as a process that takes place in a complex environment that includes many heterogeneous situations, interconnected with each other, and mostly importantly constantly in movement.

There are special organizational competencies required to meet the requirements of the global approach. These are related to numerous interventions to be applied with the individual, but also with various bodies inside and outside the world of education.

With the individual, the RRCSS aim to ensure that adults are able to better define themselves as a central, important elements, but acting within an overall set of elements, which combine with each other in ways that are always distinctive. They produce an event that is always unique. Similarly, the RRCSS insist that continuing education and training develop attitudes necessary for the perception of the indissociability of all the aspects involved, and for the perception of the temporary coexistence of the various elements of a given situation. These objectives are also aimed at understanding that no two situations are identical and that it is important to avoid the trap of becoming fixated on previous assessments, which are most often outdated. The RRCSS maintain that continuing education and training should also help adults recognize their own representation of the operative principles of action. These work at various levels. They are sometimes chance or inevitability, sometimes social issues (materialist interpretations of events). They can also be a god (religious values) or an absolute being (philosophical and secular schools of thought on existence).

The RRCSS invite the educational institution to adopt administrative rules that leave more room for spontaneity, originality and flexibility. They frequently recall the importance of a constantly renewed awareness of the existence of the totality. They also propose greater tolerance for the unknown through, in particular, institutional planning that takes more into account the irrefutable reality of the unpredictable.

¹ Every situation is unique and each person has their own idiosyncratic way of interpreting a situation. The corollary of this is that there is a multiplicity of interpretations for a single situation. Education on global reality requires perceiving one's own way of interpreting a situation and openness to those of others. Similarly, each situation requires a unique management of the novel, and each person has their own particular way of achieving this. The corollary of this is that there is diversity in the management of uniqueness. Education on global reality also requires understanding one's own way of managing uniqueness in a situation and recognizing those of others.

The RRCSS emphasize the connections between their environment academic and the Ministère de l'Éducation, du Loisir et du Sport in order to enhance cooperation in the area of continuing education and training. Because no single body, as distinguished as it might be,¹ can alone perceive everything; it can only imagine one part of the overall reality. The RRCSS remind Ministère de l'Éducation, du Loisir et du Sport of the crucial importance of taking into account the contextual conditions in the choice of teaching methods and content. Similarly, they regularly help the Ministère become familiar with the specific history and context of each administrative region in Québec. Because, according to the RRCSS using the global organizational approach, continuing education and training and the adults themselves cannot be understood except with the simultaneous perception of a broad multidimensional context.

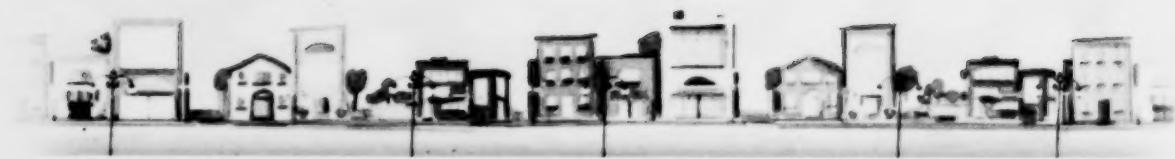
Through efforts to cooperate with their partners, the RRCSS seek to establish an always broader perspective on continuing education and training. In contrast to the fragmented approach, this is a holistic approach encompassing both formal and informal learning as well as general education, vocational education and enterprise training. Similarly, the RRCSS attempt to instill in partners a more holistic vision of continuing education and training. They make them aware of the crucial importance of preparing the adults to manage the unexpected. They invite their partners to perceive in more forceful ways the need for them all to define themselves as being situated essentially in shifting circumstances that require, in and of themselves, an ongoing review of their own representations of things.

With labour market partners, the RRCSS are on the look-out for any new global movement in the socio-economic reality. The perception of these movements makes it possible for them to offer to adult learners educational activities that are always better suited to them. Similarly, the RRCSS seek to play a certain leadership role with those in charge of continuing education and training in the work place. They want to further help them perceive the importance of apprehending the reality of continuing education and training as part of a larger whole. They want their labour market partners to develop a more acute awareness of the global aspect of the reality of events.

Through their contacts with community organizations, the RRCSS reinforce the holistic vision of continuing education and training. They thus encourage the expression of demand. They associate themselves with community organizations to better help them perceive the importance of the entire range of learning. This invitation to a certain transcendence in the conception of continuing education and training is observed most often in non-formal, especially informal, learning. The RRCSS encourage community organizations to broaden their conception of continuing education and training, but always within acceptable educational guidelines. They offer themselves to play the role of guardians of these guidelines.

¹ (In particular by the qualifications of its members)

To achieve these various organizational competencies of the global approach,¹ the RRCSS need to require various individual core² and secondary³ competencies of their staff. The global approach is considered not only very important, but essential in various areas of research and intervention.⁴ First of all, it is considered superior in terms of complexity. In addition, it can be understood as an original, demanding and promising synthesis of the other three approaches, congruence, inter-influence and prospective. However, at the same time, it requires calling on, in complementary ways, these three other approaches in order to ensure more effective lifelong learning intelligence, and also to be able to offer more appropriate primary services.



¹ See the questionnaire guide. These are, it should be recalled, organizational competencies specific to the global organizational approach.

² The core individual competencies related to the global organizational approach are described here in chapter IV.

³ The secondary individual competencies are listed in the introduction of this document.

⁴ (Werner, Brown and Altman, 2002)



Conclusion

In the knowledge economy, the main challenges to the RRCSS are "to offer primary services and contribute to the establishment of a culture of lifelong learning."¹ Each of the proposed organizational approaches (congruence, inter-influence, prospective and global) positions the RRCSS as strategic lifelong learning watchers, both with respect to the individual and bodies internal² or external³ to the world of education.

The *Lifelong Learning Intelligence Model* thus mobilizes the RRCSS to offer a primary services model that relies on specific organizational competencies. These competencies, in turn, require RRCSS staff to possess certain secondary and core individual competencies.

The identification of these three series of competencies (organizational, individual secondary and individual core) cannot take place without having first of all specifying the ultimate goals. These goals are present in the descriptions of the four organizational approaches.

While each of the four organizational approaches requires of the RRCSS a particular way of performing their role as strategic lifelong learning watcher,⁴ it is, however, the adoption of the whole set that guarantees a real movement towards a *Lifelong Learning Intelligence Model*. And such a model can be achieved through interventions aimed at: a refined congruence between the self and the environment;⁵ enriching inter-influence between the self and the environment;⁶ a prospective vision of the self and the environment;⁷ a perception of the always unique global reality that includes the self and the environment.⁸

A plan to gradually consolidate and implement one or more of these organizational approaches is imperative.⁹ This in particular is why the questionnaire guides are placed at the end of each

¹ [Translation] (MEQ, 2004, p. 2)

² (Educational institution, Ministère de l'Éducation, du Loisir et du Sport)

³ (The partners, including from the working world and community organizations)

⁴ The different functions of the RRCSS (reception, referral, counselling and support) can, it should be recalled, be performed according to any one of the organizational approaches. It remains to be specified how. Relevant action research could, for example, illustrate methods of applying them.

⁵ (Congruence organizational approach)

⁶ (Inter-influence organizational approach)

⁷ (Prospective organizational approach)

⁸ (Global organizational approach)

⁹ The plans to gradually consolidate and implement could be established on the basis of temporary combination using one or more approaches and aimed at one or more targets within these approaches. Here are various examples.

-A single approach, a single target: The richest combination would be the congruence organizational approach restricted to a single target related to interventions carried out with individuals.

-Four approaches, a single target: A temporary combination could involve the four organizational approaches but with a single target related to interventions carried out with individuals.

-A single approach, multiple targets: another provisional combination related, for example, to using the congruence organizational approach but with several targets. The targets specified in this document. It should be recalled: interventions with the individual; commitments to the educational institution; functions with the Ministère

chapter. These contribute to identifying the competencies to be developed or improved. They help the RRCSS to identify, define and share their holistic vision. They are used to lay the foundations for the corresponding sets of core competencies.¹

This *Lifelong Learning Intelligence Model* obviously requires a particular organizational structure that still needs to be defined.²

This model should also be accompanied by an explicit policy statement on the ethics of interventions by the RRCSS.³

According to the proposed model, the role of the RRCSS goes far beyond intervention exclusively with individuals. These primary services are intended for persons but also for various bodies in society. However, to act as strategic lifelong learning watchers, the RRCSS must be willing to situate themselves, from time to time, beyond the unique nature of each adult learner. Instead they need to envisage a macro-collective perspective.⁴ And there is often a certain reticence, among RRCSS staff, and even sometimes, a certain unwillingness to think in terms of collective approaches. For them, viewing the persons as members of a community often means denying one of their central principles: namely, that of the unique nature or idiosyncrasy⁵ of the human person. The RRCSS sometimes fear falling into the trap they often decry the most, that is, failing to give priority to taking into account the individual in collective policies or actions.

de l'Éducation, du Loisir et du Sport; the actions carried out with partners, including with labour market partners and with community partners.

However, whatever temporary combinations are planned, these should be implemented according to a pre-determined schedule, with an optimal combination calling on four organizational approaches and involving several targets.

¹ It should be pointed out here that there are various models for using a set of core competencies. I. There is the evaluative model in which the use of sets of core competencies is defined as "as a tool that should be used to assess the relationship between the acquired and the required" [translation] (du Roy et al., 2003, p. 39). [0] This evaluation can be applied for decisions related to keeping the person in a job or the usefulness of a position. II. There is the distributive model. [0]"Writing sets of core competencies constitutes an investment of form aimed at instrumenting the functioning of pay ratio of a type different from remuneration according to position" [translation] (Oiry and Sulzer, 2002, p. 30). III. There is the career management model. The sets of core competencies are used to help in the career planning of the person. They are consulted to identify the knowledge to be acquired. They are examined to verify if a person is suitable to exercise such a profession. IV. There is the organizational knowledge model management in which the concern is with the "management of individual competencies in order to make more sustainable and optimize the resulting organizational competency" [translation] (Brochier, 2001, p. 27). [0]For Cavestro et al. (2002), a set of core competencies is only meaningful and productive if it has the capacity to mobilize the staff to modify the nature of their involvement within the enterprise. This capacity would be "one of the primary first criteria for assessing the real impact of the logic of competency in terms of productive performance" [translation] (Cavestro et al., 2002, p. 77).

² It will also be necessary to consider a management tool to provide follow-up. For example, the adaptation of the Matrix assessment instrument (2004) could prove useful.

³ On this subject, many reference documents would be useful. Here are a few examples: philosophical writings on organizations; writings on the various currents of thought in ethics; professional codes related in particular to social, psychological and educational intervention governed by the Office des professions du Québec; the report of the Interagency Advisory Panel on Research Ethics (2003) on research involving humans; principles in bioethics (e.g., Beauchamp, 2001) widely recognized in particular in primary health services.

⁴ (Riverin-Simard, 2001; 1998)

⁵ (Particular personal disposition, behavioural attributes that are distinctive and specific to every individual)

This fear of denying the individual by thinking, from time to time, about the collectivity should, however, quickly be set aside. While the RRCSS are very committed to defending the unique nature of the person, they are well aware that they are among those best placed to become involved in debates affecting society as a whole. Far from evading social problems, they are acutely aware of the special contribution they can make to the community. They are witness to painful events and magnificent achievements. They are also witness to the negative or positive consequences of collective decisions on the individual.

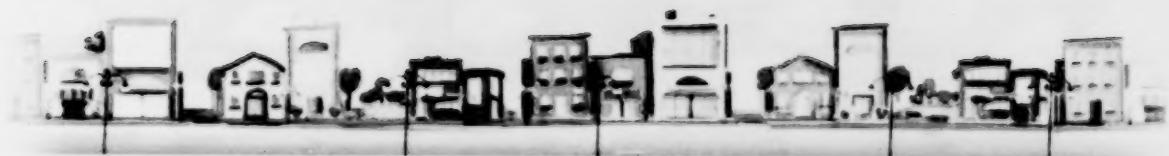
As we live through a revolution in work brought about by the knowledge economy, those who can help are no longer experts such as structural sociologists. These sociologists, according to Sue (2003), and Roustang (2002), are useful during relatively stable social periods. The schools of sociology used most during major periods of transition, such as those of the knowledge economy, are those concerned with actors or subjects. These are finally more and more close to the individual perspective. They define social subjects by their non-sociality. They essentially reveal atypical practices or non-standard behaviours. The RRCSS are, in a sense, at the centre of these concerns related to a sociology of actors. They are able to provide very rich specific data that complement those from other expert practitioners. In the areas where the professional practices of the RRCSS are concentrated, encounters with individuals and groups often give them opportunities to see that the experiences of persons can be very different from what would be expected according to the image of the model learner referred to by sociologists. The RRCSS, through the special connections they have during their interventions with learners (individuals, groups, organizations), have a great deal to offer to society. They gather and provide indicators of the emergence of new practices of adult learning, as well as on the new forms of structuring time during this learning.¹ This in particular is why the *Lifelong Learning Intelligence Model* goes far beyond only actions with individuals and is related to actions with internal and external bodies and the world of education.

We hope that the *Lifelong Learning Intelligence Model* will be so inspiring that it will have a ripple effect on other RRCSS affiliated with various organizations. We are thinking, for example, of: centres locaux d'emploi (local employment centres), collèges d'enseignement général et professionnel (CEGEPs), private educational institutions, universities. A more official form of association would be required between the various primary services for adults. This association of strategic lifelong learning watchers² would coordinate efforts to achieve as a culture of

¹ It is, for example, for these reasons (identification of new practices, of new forms of structuring time) that research under the interpretative paradigm (incorrectly called "qualitative research") are recommended. "As those who plan learning processes become increasingly concerned with understanding the 'human factor', they are required from the outset to draw upon psychological research to gain an adequate picture of the individuals for whom courses are intended" (OECD, 2003, p. 169). According to Bélanger and Voyer, "using a methodological approach based on a biographical approach is useful for the comparison of the individual profiles of various populations" [translation] (2004, p. 93).

² For a productive association of strategic lifelong learning watchers, the identification of the organizational approaches may be a very valuable tool. It would make it possible to identify the similarities or divergences in the institutional goals being pursued. According to the case, it would favour more immediate alliances. In particular, it would avoid futile expectations of one or another body, which could even degenerate into sterile conflicts. Finally, it makes it possible to establish the foundations for a way for working in complementarity that would be really effective.

learning in Quebec. This would then lead to a very vital culture of society, a vision of society that is well anchored in all the regions.



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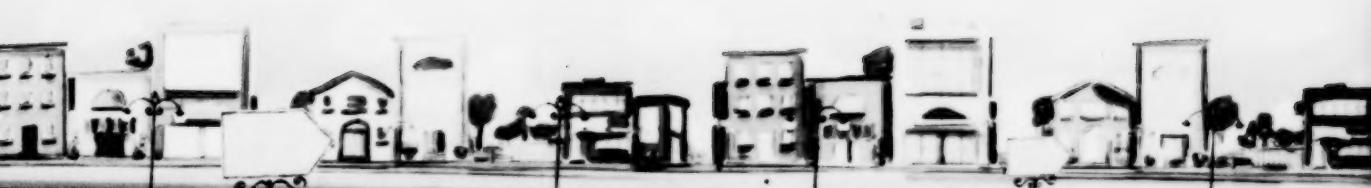
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